

## EXAMPLES OF STAKEHOLDER INVOLVEMENT IN CURRICULAR AND PROGRAM IMPROVEMENT PROCESSES

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An Educator Preparation Program must continuously engage key stakeholders to inform curricular adjustments that reflect currency and relevancy. The Avila University School of Education works collaboratively with a Teacher Education Advisory Board comprised of P-12 educators and education administration from the Kansas City region. The following document outlines a few examples of how the Teacher Education Advisory Board has informed the continuous improvement of curriculum and clinical experiences within this reporting cycle.

### ***Continuously Improving the Curriculum & Syncing to First Year Teacher Expectations and Needs***

- During the 2019-2020 academic year, after reviewing the feedback from the Missouri Principal's of First Year Teachers survey data, the School of Education sought the guidance of the Education Advisory Board to reshape our Tests & Measurements course to focus more overtly on using data to inform instruction and the expectations of teachers participating in data teams in the school setting.
- During the 2020-2021 academic year, our district partners were asked to share perceptions about the biggest challenges for teachers within their schools due to Pandemic related changes to learning modalities. Additionally, they were asked to share what skills, competencies and knowledge they think will be most critical as we transition through and beyond the pandemic. This information helped to immediately shape the capstone experiences for candidates preparing for the final clinical experience (student teaching). The education capstone course was implemented to help students pull together their learning and practical experiences prior to beginning the final clinical.
- During the 2021-2022 academic year, after reviewing data from multiple sources, including surveys and signature assessments, the School of Education sought guidance from the Education Advisory Board on the definition of differentiation as it is utilized with their teachers and what they wish every first-year teacher knew about differentiation before they started. This information helped to shape the development of a differentiation toolkit to be utilized across the School of Education curriculum to ensure continuity in how we talk about differentiation with teacher candidates. While faculty have been continuously providing instruction on differentiation in all methods courses, the School of Education found that a lack of consistent terminology is leading to some confusion amongst teacher candidates. Through utilizing the Advisory Board feedback alongside the research of the faculty, the School of Education is outlining a common interpretation and common terminology that can be continuously used across methods courses to mitigate confusion amongst teacher candidates.

### ***Mutually Beneficial - Supporting the needs of our Stakeholders while supporting candidate development.***

- Development of an Elementary Education pathway that is designed for the returning adult undergraduate student to help current Paraprofessionals that are interested in transitioning to classroom teacher complete teacher certification requirements and a Bachelor's degree while working full-time.
- Avila University continues to support *Grow Your Own* programs in the Turner School District in Kansas City, Kansas and the Hickman Mills School District in Missouri. Additionally the School of Education is working with additional district partners interested in developing a similar model for their district. This model helps local

districts introduce high school students to the teaching profession while earning relevant college credit at a reduced cost.

- Each Spring the University hosts a Teacher Career Fair that brings in approximately twenty districts/schools to interview teacher candidates. This helps the teacher candidate gain relevant interviewing experience with critically important feedback on their interviewing skills. Additionally, our district partners are able to screen prospective teachers that may not have been otherwise aware of the opportunities available in their school or district.
- Twice a year during the Education Advisory Board meetings the School of Education opens the meeting with sharing of hiring needs at their districts. This information is shared regularly with candidates in the relevant certification areas. Additionally, our district partners share openings with us that are announced on our electronic teacher candidate job board.