

ORLEAN
BEESON
SCHOOL OF
EDUCATION

STAKEHOLDER INVOLVEMENT REPORT

2024-2025

ORLEAN BULLARD BEESON SCHOOL OF EDUCATION

A black and white photograph of a large, multi-story building with a classical architectural style. The building features a prominent triangular pediment on the left side and a series of windows with white frames. A sign on the building reads "ORLEAN BULLARD BEESON SCHOOL OF EDUCATION".

SAMFORD EXTERNAL STAKEHOLDER ADVISORY BOARD (SESAB)

The Samford External Stakeholder Advisory Board (SESAB) is a biannual, inquiry-based forum for engaging external stakeholders—including P-12 educators, university faculty, and community leaders—in program review and improvement. The board selects focus questions for both initial and advanced programs, reviews related data, and provides written recommendations that inform program decisions. This structured process promotes transparency, relevance, and responsiveness.

CLINICAL ADVISORY TEAM

Clinical partnerships are reviewed annually during the EPP's Field Placement Data Day. During this event, school-based mentors, administrators, and university faculty examine placement data and discuss the quality and effectiveness of clinical experiences. The advisory team provides input on candidate performance, clinical educator support, and partnership operations. Their feedback informs ongoing improvements to field experiences, mentor selection and training, and school-university collaboration models.



PRAXIS IMPROVEMENT TEAM

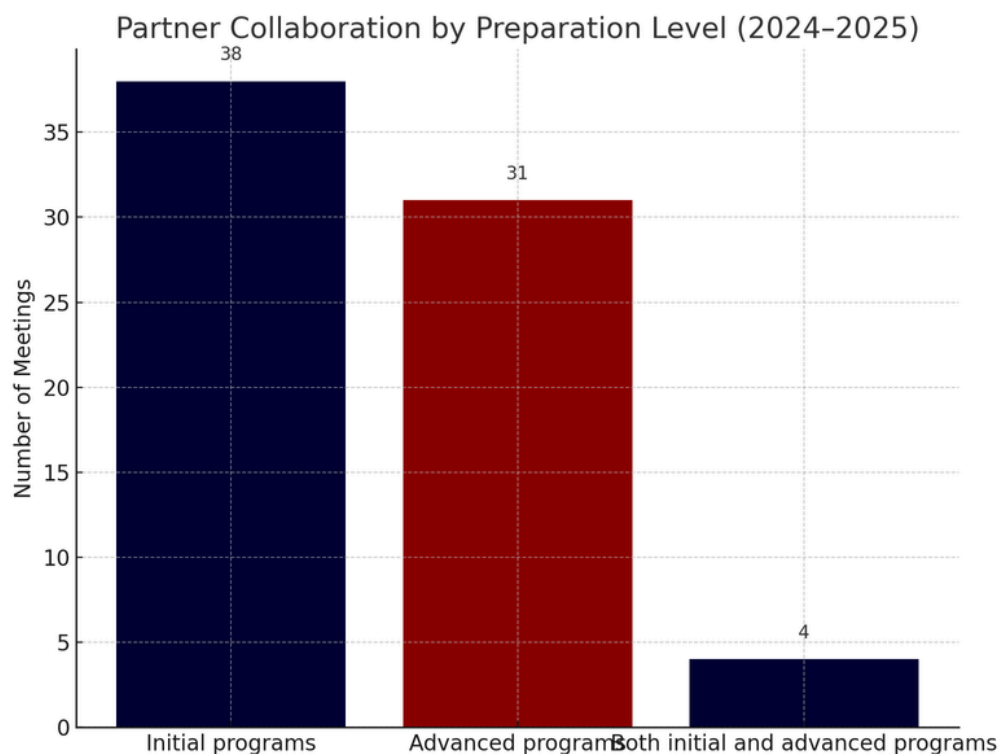
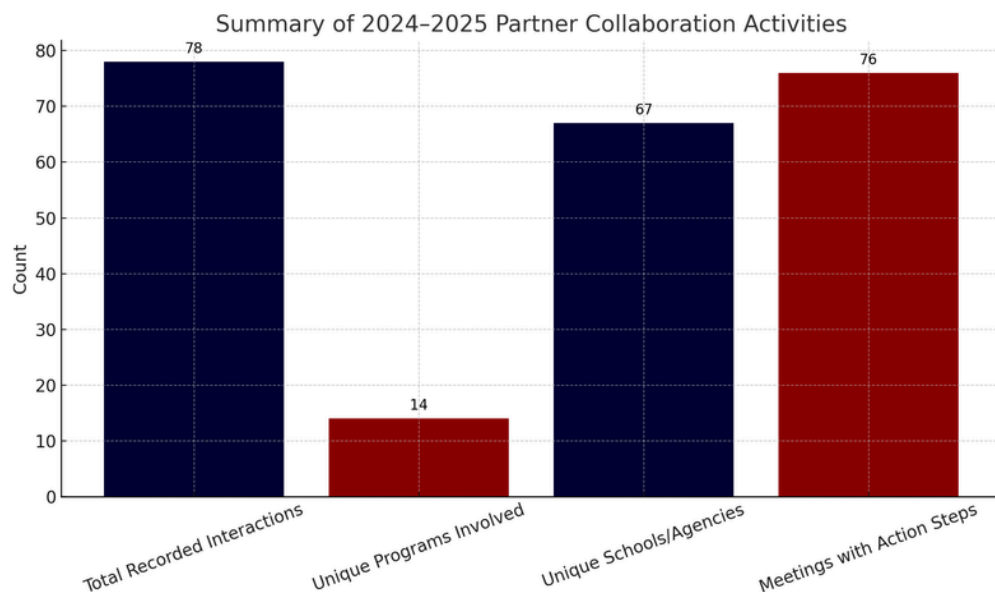
The Praxis Improvement Team convenes every other year and includes faculty from both the School of Education and the College of Arts and Sciences. This interdisciplinary group reviews licensure test performance data and collaborates to refine general education course offerings, align core content with licensure expectations, and implement targeted support strategies for teacher candidates preparing for Praxis assessments.

COLLABORATIVE FACULTY-PARTNER ENGAGEMENT

Across all initial and advanced programs, faculty regularly engage P-12 partners in co-planning, instructional improvement, and program development. These interactions—ranging from feedback on course design to partnership development and collaborative supervision—are documented through an internal tracking system. The system logs engagements and topics of collaboration, allowing the EPP to annually analyze patterns and use the insights to inform both programmatic changes and partnership strategy. This consistent and systematic review helps to ensure that stakeholder input meaningfully shapes the candidate experience and enhances alignment with current P-12 needs.

THE FIGURES

The Orlean Beeson School of Education (OBSOE) integrates meaningful and diverse stakeholder input across multiple structures to support continuous program improvement. Stakeholders—including P-12 school partners, advisory boards, university faculty from other disciplines, and community members—engage in formal, recurring, and documented feedback processes that directly inform program development.



STAKEHOLDER TEAM INITIATIVES



Samford External Stakeholder Advisory Board (SESAB)

SESAB met Spring 2025 and adopted two core areas of inquiry for the year:

- Initial Programs: How to better support beginning teachers in managing professional responsibilities, particularly around classroom organization and family communication.
- Advanced Programs: How to prepare aspiring leaders to build and sustain a positive staff culture through effective communication

Resulting Actions

- Faculty revised assignments and field seminar structures to include simulations and case studies involving non-conference family communications.
- Leadership preparation courses began integrating modules on internal communication audits and the role of principal voice in culture-building

STAKEHOLDER TEAM INITIATIVES

Clinical Advisory Team

Clinical Advisory Team met during the annual Field Placement Data Day and used data from cooperating teacher evaluations, candidate feedback, and placement trends to co-develop strategies for improving supervisor support.

Resulting Actions:

- Canvas resource modules for cooperating teachers and university supervisors were restructured based on feedback for clarity, accessibility, and alignment to field assessment instruments
- New walkthrough protocols were piloted in ESEC placements to streamline observation and feedback processes

PRAXIS IMPROVEMENT TEAM

Interdisciplinary Group

This interdisciplinary group, including faculty from Arts & Sciences and Education, reviewed Praxis subtest data and aligned its work with new state requirements under Alabama's Numeracy Act.

Resulting Actions:

- The team identified conceptual gaps in number sense and data analysis and worked with Arts & Sciences to adjust general education math courses to include more explicit numeracy instruction.
- Education faculty revised methods courses to reinforce numeracy instructional routines aligned with the Act's priorities.

INITIAL PROGRAMS

Key Trends and Impact

Initial programs (e.g., ESEC, SEED, and Alternative Master's in Elementary/Secondary Education) accounted for majority of documented collaborations. These interactions frequently focused on candidate support during field placements, and developing partnership-based instructional innovations.

Key Themes

- **Embedded Co-Planning:** Multiple meetings with Homewood Middle School led to shared planning character education modules in SEED coursework, including the integration of writing tasks tied to local school-wide character initiatives.
- **Clinical Calibration:** ESEC partnerships (especially with Trace Crossings Elementary) focused on aligning observation expectations for mentor teachers, and strengthening walkthrough protocols to improve formative candidate feedback.
- **Data-Driven Reflection:** In some cases, schools reviewed candidate performance or student behavior data to adapt placement structures (e.g., classroom types or cooperating teacher pairings)

Program Improvements

- Adjusted Canvas modules were created for cooperating teachers and supervisors, based on recurring requests for improved clarity on observation forms and teaching expectations.

ADVANCED PROGRAMS: KEY TRENDS AND IMPACT

Advanced programs, including Instructional Leadership (MSE and Ed.S.), engaged in focused collaboration with wide-ranged administrators and leadership teams to address school-level priorities related to leadership development.

Key Themes:

- **Mentor Principal Engagement:** Meetings with school leaders emphasized supporting aspiring administrators with real-life problem-solving experiences. One collaborative project involved coaching interns on how to lead data talks and professional learning communities (PLCs).
- **Data-Driven Reflection:** In some cases, schools reviewed candidate performance or student behavior data to adapt placement structures (e.g.), classroom types or cooperating teacher pairings).
- **Numeracy Act Implementation:** Through the Praxis Improvement Team, advanced faculty and school partners explored leadership strategies for ensuring compliance with Alabama's Numeracy Act, particularly how administrators could support classroom teachers in integrating numeracy routines.

Program Improvements

- Instructional Leadership course modules were revised to include strategic communication planning and simulations for handling conflict resolution and cultural leadership.
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