

ORLEAN
BEESON
SCHOOL OF
EDUCATION

STAKEHOLDER INVOLVEMENT REPORT

2025-2026





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 TASK FORCE 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

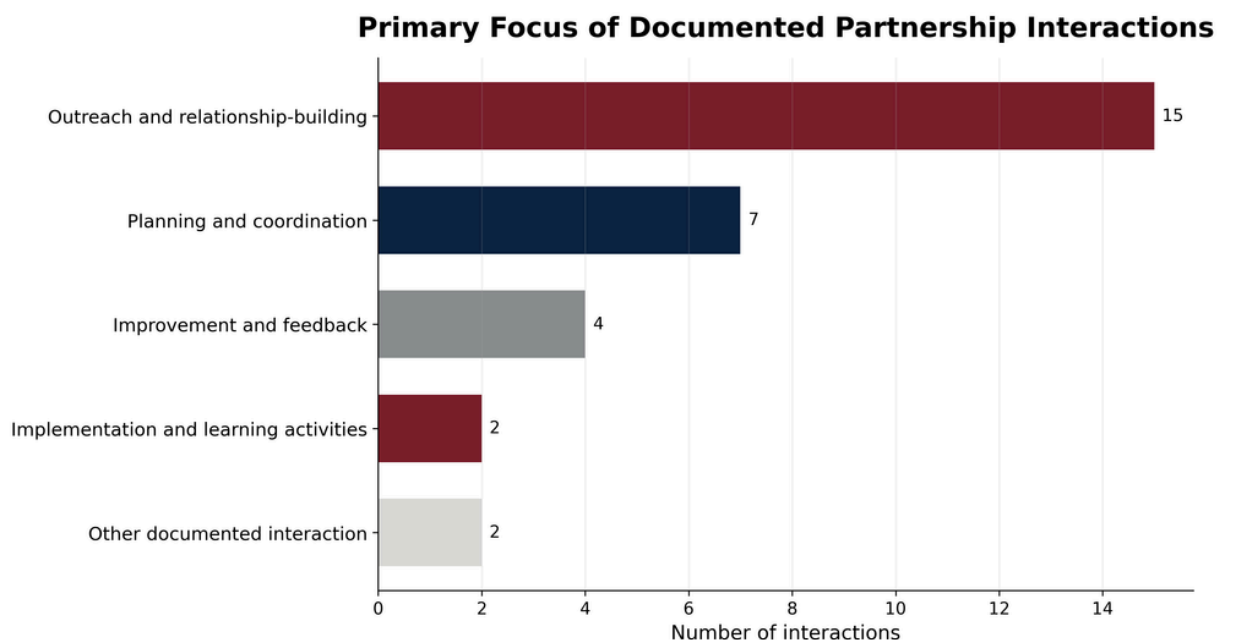
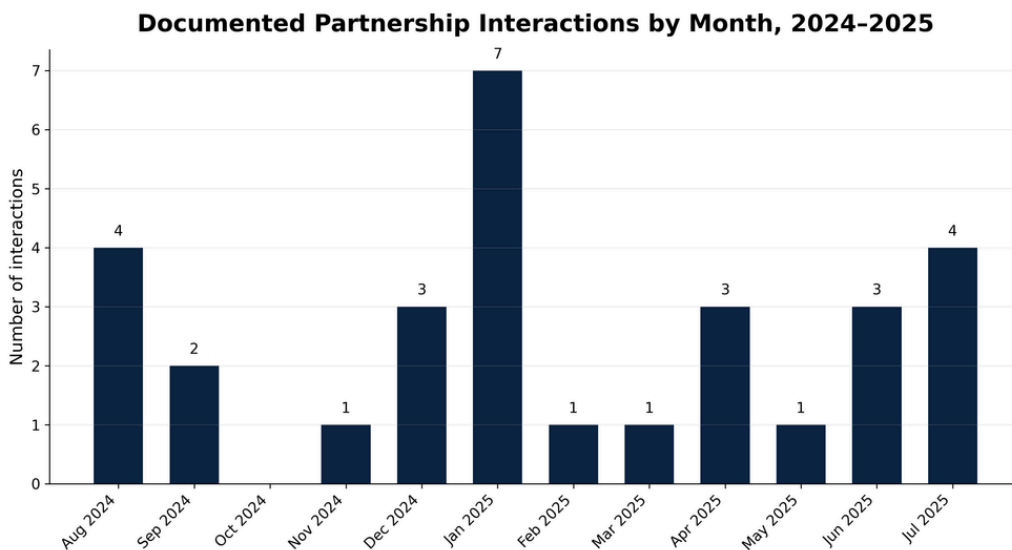
The Praxis Improvement Team convenes every other year and includes faculty from both the School of Education and the College of Arts and Sciences. This interdisciplinary group reviews licensure test performance data and collaborates to refine general education course offerings, align core content with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

COLLABORATIVE FACULTY-PARTNER ENGAGEMENT

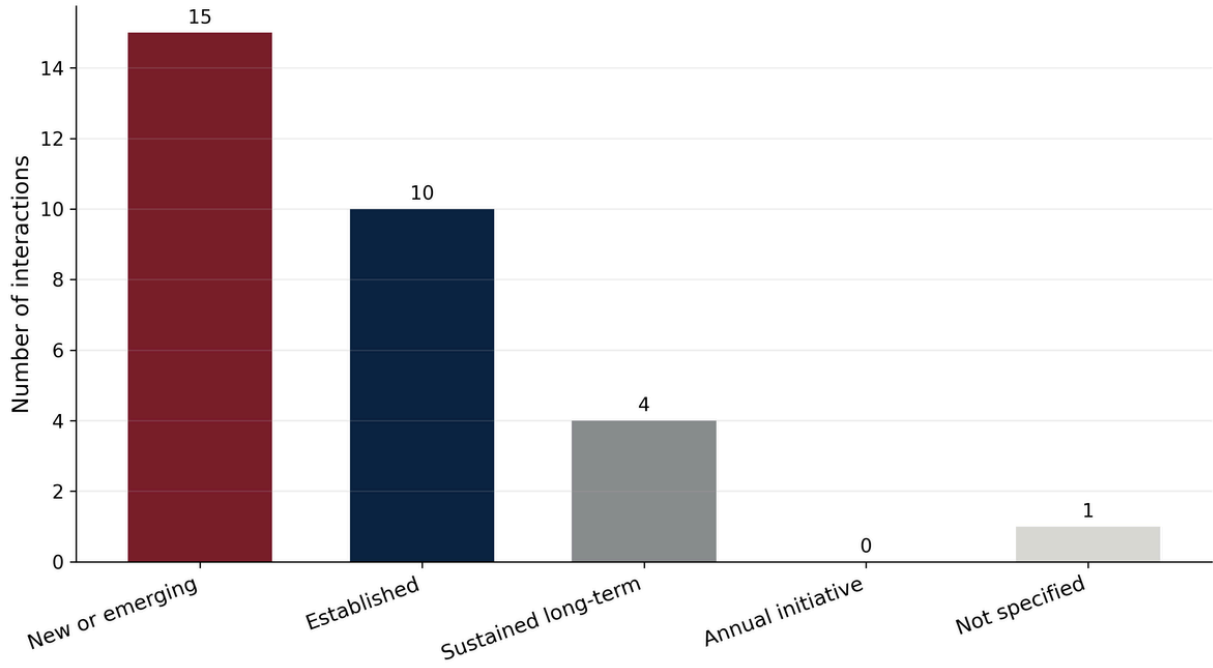
Across all initial and advanced programs, faculty regularly engage P-12 partners in co-planning, instructional improvement, and program development. These interactions—ranging from feedback on course design to partnership development and collaborative supervision—are documented through an internal tracking 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

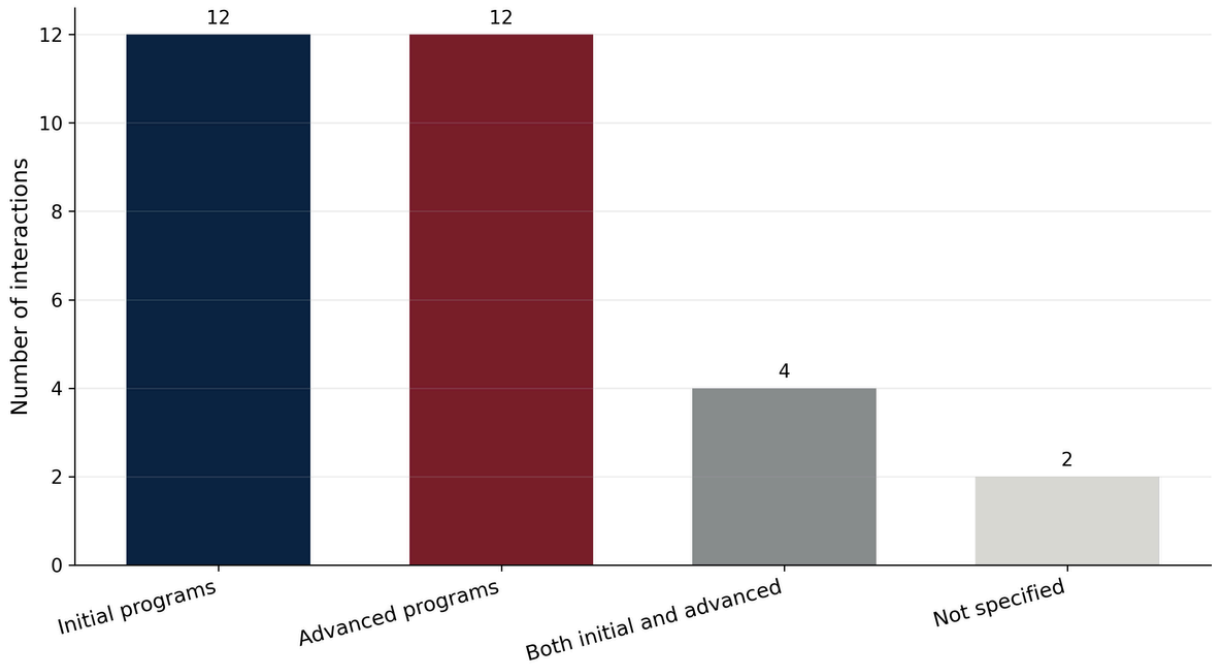
The Orlean Beeson School of Education (OBSOE) integrates meaningful and diverse stakeholder input across multiple structures to support continuous program improvement. Stakeholders—including P-12 school partners, advisory boards, university faculty from other disciplines, and community members—engage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



Partnership Maturity Reflected in 2024-2025 Interactions



Program Scope of Partnership Interactions



PARTNERSHIPS

Key Trends and Impact (2024–2025)

30 documented collaborative engagements with P-12 partners across 2024–2025.

Partnerships emphasized co-construction, mentoring design, and continuous improvement across programs.

Key Themes

- Co-construction through shared planning and feedback cycles
- Structured, non-evaluative mentoring design (Flourish 1:3)
- Use of data to inform program and partnership decisions

Partnership Focus

- Sustained collaboration across the academic year
- Balance of planning, implementation, and improvement work
- Active inclusion of partner voice in decision-making

Program Improvements

- Development of first-year teacher mentoring supports
- Integration of communication and leadership practices
- Refinement of clinical expectations and feedback processes

SESAB Impact 2024-2025

Mentoring Program Design

- Identified need for structured first-year support
- Developed non-evaluative mentoring model
- Created Flourish 1:3 framework

Program Improvement Actions

- Designed monthly mentor supports
- Created practical instructional tools
- Aligned supports to first-year challenges

Advanced Program Enhancements

- Embedded communication planning
- Strengthened focus on staff culture
- Added applied leadership tasks

Partnership and System Impact

- Strengthened EPP and P-12 collaboration
- Expanded stakeholder voice
- Informed continuous improvement

Impact: Program design, mentoring systems, and leadership preparation strengthened

CLINICAL TASK FORCE

Executive Summary (2024-2025)

Focused on candidate persistence, clinical effectiveness, and post-COVID shifts in dispositions and practice.

Work emphasized strengthening clinical systems, consistency, and alignment with current school contexts.

Key Themes

- Changes in candidate professionalism and dispositions in clinical settings
- Need for consistent expectations across programs and placements
- Increased attention to candidate persistence and attrition
- Importance of timely feedback and partner communication

Key Actions

- Revised Field Experience Scope and Sequence
- Aligned clinical experiences to ATE Standards
- Analyzed partnership data for trends
- Reviewed policies and clinical expectations

Program Improvements

- Clarified expectations for professionalism and communication
- Strengthened observation and feedback processes
- Expanded collaboration with P-12 partners
- Improved alignment between coursework and clinical practice

INITIAL PROGRAMS

Key Trends and Impact (2024–2025)

Initial programs engaged in sustained collaboration with P-12 partners to support candidate development, clinical practice, and instructional improvement.

Partnerships emphasized co-construction, mentoring, and alignment between coursework and field experiences.

Key Themes

- Co-planning and shared instructional design with partner schools
- Strong focus on clinical collaboration and candidate support
- Use of data and observation feedback to guide improvements
- Partnership-driven alignment of expectations and practices

Program Improvements

- Refinement of clinical expectations and observation protocols
- Enhanced support for cooperating teachers and supervisors
- Improved alignment between coursework and field experiences
- Development of clearer feedback and communication structures

ADVANCED PROGRAMS

Key Trends and Impact (2024–2025)

Advanced programs engaged in targeted collaboration with P-12 leaders to strengthen leadership development, data use, and communication practices.

These interactions emphasized real-world application and alignment with school-level needs.

Key Themes

- Collaboration with principals and district leaders to support authentic leadership practice
- Emphasis on data-informed decision making and school improvement
- Focus on communication systems and positive staff culture
- Connection between policy, leadership practice, and implementation

Program Improvements

- Integration of communication audits and strategic planning in coursework
- Expanded focus on staff culture and collaborative leadership practices
- Increased use of problem-based and applied leadership experiences
- Refinement of coursework based on partner and stakeholder feedback