

**College of Education and Human Services  
Proposed Action Plan to Use 2016 Assessment Results**

**Improvement of Candidates' Performance (ITP and ADV)  
Approved by the Unit on 3/31/17**

Recommendations	Strategies	Accountable Party	Implementation Date
1. Candidates must be required to interpret assessment data in their courses and field experiences, including multiple models for data analysis in preparation for ISL during student teaching. <b>ITP and ADV</b>	Add assignments, for example case studies, involving interpretation of student learning assessment data to methods courses (ITP) and pre-req course for Practicum or Capstone (ADV).	<ul style="list-style-type: none"> <li>• Faculty teaching methods</li> <li>• Faculty teaching pre-req courses for Practicum or Capstone</li> </ul>	Fall 2017
2. Faculty teaching courses associated with ISL must collaborate to determine specific candidate outcomes. <b>ITP</b>	Organize a course revision retreat to analyze the components of the current ISL projects for all programs. Streamline project content and assessment rubric.	<ul style="list-style-type: none"> <li>• Faculty teaching methods</li> </ul>	Fall 2017
3. Faculty teaching methods courses must assign activities that will equip candidates to understand and use a variety of instructional methods to encourage PK-12 learners' development of critical thinking, problem solving and performance skills. <b>ITP</b>	At the course revision retreat, also analyze the components of the current methods courses for all programs. Revise PreK-12 research-based classroom activities that candidates have to implement and the accompanying assessment rubric(s).	<ul style="list-style-type: none"> <li>• Faculty teaching methods</li> </ul>	Fall 2017
4. At the Program level, faculty teaching a course associated with a field experience and clinical practice must assign data driven instructional activities. <b>ADV</b>	Advanced Programs faculty teaching a practicum and/or capstone course analyze the components of the course and revise the research-based activities that candidates have to implement. They also revise the accompanying assessment rubric(s).	<ul style="list-style-type: none"> <li>• Practicum and/or Capstone faculty</li> <li>• Department Chairs and/or program directors guide the process</li> </ul>	Fall 2017
5. While the current assessment instruments for dispositions indicate excellent results, the Unit must collect data according to the new	Have faculty assessing candidates' dispositions send the forms to the candidates' advisors.	<ul style="list-style-type: none"> <li>• Academic Advisors</li> <li>• Department Chairs</li> </ul>	Starting at the remaining of the Spring 2017

transition points (Gates) to establish candidates' dispositions growth across the entry level and mid-level. <b>ITP and ADV</b>	Advisors collect the data and keep forms in the candidates' files on the Student Success Collaborative. Advisors (and other institutional members) bring to department chairs any special cases. Department chairs send special cases to TEC.		
6. The Unit must implement basic skills testing workshops, and create peer mentoring opportunities sponsored by Programs. <b>ITP</b>	Dean's office provides funds for faculty across the Unit to create basic skills testing workshops (face to face and online. Programs identify at risk candidates (i.e., during advising sessions) and encourage them to register in the workshops.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Academic Advisors</li> <li>• Faculty-Volunteers</li> </ul>	Fall 2017
7. The Unit must ensure that all Advanced Programs also collect, analyze and report dispositions data from faculty, cooperating teacher, school administrators, or school supervisors. <b>ADV</b>	Dean's office makes Dispositions Forms available on TK20 for Advanced Programs the same way they are available for Initial Programs. Faculty, Cooperating Teachers and School Administrators (School Supervisors) receive proxy to TK20 for them to enter data.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Faculty Supervisors</li> <li>• Cooperating Teachers</li> <li>• School Administrators/School Supervisors.</li> </ul>	Starting at the remaining of the Spring 2017
8. The Unit must ensure that Action Research assessments align with this CF goal to better document candidates' master and application of research-based approaches. <b>ADV</b>	Advanced Programs faculty teaching a research-oriented course analyze the components of the course and revise the research-based activities that candidates have to implement. They also revise the accompanying assessment rubric(s).	<ul style="list-style-type: none"> <li>• Research course faculty</li> <li>• Department Chairs and/or program directors guide the process</li> </ul>	Fall 2017

### Improvement of Unit's Assessment System and Unit Operations

Recommendations	Strategies	Accountable Party	Implementation Date
1. The Unit must create, streamline and implement multiple measures across all programs, particularly ISL or Capstone so that candidates' have fair and accurate information across the Unit and are	Unit Wide Assessment Committee facilitates a Unit Wide Assessment retreat to analyze and adjust each one of the five Unit Key Assessments.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Director of Field Experience and Partnership</li> </ul>	Fall 2017

evaluated in fair and accurate ways.		<ul style="list-style-type: none"> <li>• All Unit Faculty</li> </ul>	
2. The Unit must create a strategic enrollment committee to examine both recruitment and retention (especially diverse candidates).	Deans identify and invite faculty, Admissions staff, candidates and school partners to join the Unit Enrollment Task Force. The Task Force delineates specific strategies to increase enrollment (especially diverse candidates) and strengthen retention.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Invited Faculty</li> <li>• Invited Candidates</li> <li>• Admissions staff</li> <li>• Invited School Partners</li> </ul>	Fall 2017
3. The Unit must determine a timeline within Teacher Education Council (TEC) that regularly (yearly) examines the Unit's operations.	TEC revises its goals to include assessment of Unit's Operations.	<ul style="list-style-type: none"> <li>• Deans</li> </ul>	Fall 2017
4. The Unit must examine data and specifically Unit key assessments to collect evidence of fairness within and across all programs, specifically in transition points (Gates), assessment measures, data structure/layout, and systems for evaluation data within and across Initial and Advanced programs. For example, the Unit must revise current key assessment measures to better quantify candidates' levels of mastery (unacceptable, developing and target).	Unit Wide Assessment Committee facilitates a Unit Wide Assessment retreat to analyze and adjust each one of the five Unit Key Assessments.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Director of Field Experience and Partnership</li> <li>• All Unit Faculty</li> </ul>	Fall 2017
5. The Unit must include all Advanced Programs in the same system for inputting and analyzing data. This Unit-Wide collection of data will track red flags within the data structure and candidates' outcomes across the Unit	Dean's office makes TK20 available for all Advanced Programs the same way they are available for Initial Programs. Faculty, Cooperating Teachers and School Administrators (School Supervisors) receive proxy to TK20 for them to enter data.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Faculty Supervisors</li> <li>• Cooperating Teachers</li> <li>• School Administrators/School Supervisors.</li> </ul>	Starting at the remaining of the Spring 2017
6. The Unit must add diversity as one of the key assessments within the transition points for both Initial and Advanced programs.	The Diversity Subcommittee guides the inclusion of Diversity Assessment within the transition points (Gates) for all programs.	<ul style="list-style-type: none"> <li>• Deans</li> <li>• Diversity Subcommittee</li> <li>• Department Chairs</li> </ul>	Spring 2018

<p>7. The Unit Wide Assessment Committee must continue to review PARs to determine programs level of compliance with the CF as it relates to programmatic changes. The Unit Wide Assessment Committee must continue to provide training for all faculty on how to report programmatic data.</p>	<p>The Unit Wide Assessment Committee assesses the PARs currently submitted and identifies inconsistencies. The committee chairs meet with specific department chairs to streamline the use of the PAR. The Unit Wide Assessment Committee offers program-specific training workshops twice each semester.</p>	<ul style="list-style-type: none"> <li>• Academic Advisors</li> <li>• Deans</li> <li>• Unit Wide Assessment Committee</li> <li>• Department Chairs</li> </ul>	<p>Spring 2018</p>
<p>8. The Unit must continue to investigate the course level evidence for each CF goal. The Unit must ensure that new courses create a CAR as part for the UCC proposal to ascertain that such course matches CF goals and also provides an assessment plan to gather data as identified in the Unit Assessment System protocol.</p>	<p>TEC ensures that new course proposals contain a detailed CAR that explains how the course and student learning assessments align with the CF.</p>	<ul style="list-style-type: none"> <li>• TEC</li> </ul>	<p>Fall 2017</p>