Shepherd University SIP

a. Provide a description of the selected area for improvement and a rationale for selection.

Through the analysis and evaluation of evidence compiled for the Shepherd University EPP, a common theme has emerged: there is the need for systematic, purposeful, and consistent analysis and evaluation of data to ensure the thoughtful and important work done by faculty and students alike is as effective and impactful as possible. Currently, individual specialty programs consistently engage in the work of data analysis and evaluation to inform the curricular and assessment decisions being made for the specialization area. The PEUC, as its overarching goal, will collectively engage in the same level of consistent, systematic data analysis at the unit level.

Turnover in several key positions (three Directors of Assessment and Accountability, three Directors of Teacher Education, and five permanent or interim Chairs of the Department of Education in the past five years) has contributed to inconsistency in data analysis and evaluation by the PEUC. The overall objective in focusing on Standard 1 as the SU EPP's primary area of Self Improvement is to put centralized systems and operations in place that allow for consistent and purposeful use of data, independent of individual positions.

b. Identify goals and objectives aligned with the selected area for improvement

Goal 1: Systematize input and output of data using one database.

Through the work of developing the Self Study Report, the PEUC has come to the realization that while faculty members are regularly collecting and entering assessment data across courses and program areas, there has not been a systematic approach to the collection or pulling of this data. Historically, two separate systems have been in use – FileMaker Pro and TK20 – further complicating the process of inputting and retrieving data. As data reports were requested for the purpose of analyzing and evaluating data sets in preparation of the SSR, it quickly became apparent that the way data was entered in the TK20 system, the ability to generate useful reports outside of manually-entered data (FileMaker Pro), was not conducive to analysis and evaluation of that data. As a result, countless hours of staff and faculty time was spent reorganizing data tables, based on report outputs, for this purpose. The objective of Goal 1 is to make data entry and subsequent reports accessible, system generated and usable to facilitate the shift to the data-driven culture and decision-making process, thereby fostering best practices that ensure compliance with CAEP

standards and student learning outcomes.

Goal 2: Develop and implement data analysis and feedback cycles which would be facilitated by Goal 1.

 The objective of Goal 2 is to make analysis and evaluation of data a regular, ongoing process within the PEUC for the purpose of examining programs collectively and making unit-wide decisions grounded in data. Currently, the analysis and evaluation of data and its relationship to the unit and its symbiotic relationship with individual program areas is limited. Regular reviews of the impact of those decisions is crucial in determining their effectiveness, the ability to further refine and revise curriculum and assessments, and guide programmatic decisions. This will be a significant step in continual improvement of an already strong EPP.

Goal 3: Revise key assessments (with a particular focus on rubrics) and establish reliability and validity for the EPP.

A common theme across SPA National Recognition Reports was the need to revise EPP key assessments. In general, rubrics were cited as lacking clarity and specificity to guide students in their understanding of expectations and criteria for the various levels of success. In reviewing EPP-created key assessments across program areas, similar issues were noted. The determination to revise some assessments and rubrics, while creating entirely new assessments and accompanying rubrics for other assessments will result in more meaningful and consistent analysis of candidate performance.

Goal 4: Revise EPP publications to develop consistency of format, language, policy and accuracy to ensure compliance with accreditation and federal and/or state policy.

Historically, the EPP created templates for Specialization Area Handbooks to ensure consistency across program areas. As new faculty have assumed coordinator roles, changes have been made to courses and to programs as needed; however, this has not occurred, in a systematic or coordinated manner. An initial review of handbooks across program areas to ensure students across specialty areas are receiving consistent messages, are prepared for Juncture 1 and 2, and have all the background and knowledge deemed necessary to become successful educators is necessary. Once the initial review takes place, the objective is to have an ongoing alignment of course expectations

and criteria, established by an ongoing review of programs via the PEUC.

Currently, individual PEUC handbooks exist for various aspects of the PEUC, including policy, assessment, and practicums. Consolidating these handbooks into one policy manual will make both use and revision of policy more coherent, systematic, and effective. Review of the separate handbooks prior to consolidation will ensure the newly created manual is up-to-date and reflects any changes in process and/ or procedure that have occurred since each individual manual was created.

c. Describe the specific strategies and interventions to be implemented in the Selected Improvement Plan along with a timeline for implementation

Strategies for Goal 1:

a. Gather feedback from faculty and students on usability of TK20, i.e., setting up juncture process on TK20, auto upload functionality for inputting scores from ETS.

b. Periodically meet with TK20 representative to determine options for the design of the database to better support and create the types of reports we need to effectively analyze data.

c. Consolidate data into TK20 from various existing sources as needed

d. Create new report structures as needed, such as the juncture process.

e. Engage in training sessions as needed

Strategies for Goal 2:

a. Develop assessment, data entry, data analysis, and feedback cycle calendar.

b. Develop protocols for data analysis and feedback

c. Review data analysis and feedback process once a semester to refine process as needed

d. Develop system to document analysis, feedback, and follow-up cycles

e. Track impact of changes made based on data analysis cycles

Strategies for Goal 3:

a. Develop a new disposition assessment to replace the Pro 05.

b. Provide training for University Supervisors and Cooperating Teachers to ensure reliability and validity across all courses, including those with practicums, where the disposition assessment is used.

c. Continue refining the ST-11 to ensure consistent implementation, reliability, and validity of instrument.

d. Develop electronic portfolios that reflect both overall and specialty program criteria.

Strategies for Goal 4:

a. Update Specialization Area Handbooks to reflect current information and policy and align expectations across programs.

b. Consolidate all PEUC documentation into a single manual (policy, assessment, and practicum manuals merged into one, with indexing and cross-referencing) available online.

d. Present a complete description of the assessment plan that details how each goal or objective is to be assessed

Strategy	Measure and Baseline Data Prior to Fall 2016	Mid-Point Goal Spring 2019	Final Year Goal Spring 2023
Goal 1: Systematize input and output of data using one database			
a. Gather feedback from faculty and students on usability of TK20, i.e., setting up juncture process on TK20, auto upload functionality for inputting scores from ETS.	Data entered into TK20 or FileMaker Pro. Individual program areas used data for SPA reports. No use of data in PEUC across program areas. No inclusion of data from ETS. No regular pulling of reports.	TK20 sole database in use, with any data from other databases deemed relevant by the PEUC uploaded to TK20 for reference. ETS data regularly uploaded to TK20 to consolidate all EPP relevant data in one place where all faculty have access.	Annual review of data entry and report generation process to inform ongoing use of TK20 database.
b. Periodically meet	TK20 set up done in	Initial meeting with	Review and refine

with TK20 representative to determine options for the design of the database to better support and create the types of reports we need to effectively analyze data.	2010. No feedback given on design of reports, ease of use, practicality of report styles. No evaluation of database design completed.	TK20 representative to revise and refine reports based on CAEP SSR process feedback from faculty (Spring 2017) with annual review thereafter.	report structures as needed at least once annually and create new report structures as needed.
c. Consolidate data into TK20 from various existing sources as needed	Data uploaded into at least two separate data bases, no merging or cross use of data bases.	Annual upload of relevant ETS/Title 2 data and WV TPA data (as long as EPP uses this assessment).	Annual review of data collection to ensure data from all assessments currently in use is being entered into TK20 and reports being pulled are usable.
Goal 2: Develop and implement data analysis and feedback cycles which would be facilitated by Goal 1			
a. Develop assessment, data entry, data analysis, and feedback cycle calendar.	General understanding that data is to be entered by end of semester. No regular review of assessments, data analysis or feedback conducted.	Calendar in place and accessible online for PEUC to reference. Documentation of decisions posted to PEUC folder in SAKAI.	Annual review of current Data Analysis Calendar to inform creation and implementation of upcoming year's calendar.
b. Develop protocols for data analysis and feedback.	No regular review of assessments, data analysis or feedback conducted. No protocols for process in place.	At least two semesters implementation of data analysis and feedback using PEUC created protocols.	Review feedback from data analysis protocol implementation after each cycle. Revise protocols as needed.
c. Develop system to document analysis, feedback, and follow-up cycles.	No regular review of assessments, data analysis or feedback conducted.	Use of Google Drive (or other agreed upon system) to store "living" documents. Upload to Sakai once documents "fixed" and	Annual review of documentation systems and procedures to inform revision as needed.

		permanent.	
e. Track impact of changes made based on data analysis cycles.	No regular review of assessments, data analysis or feedback conducted.	Feedback sessions considering anecdotal as well as empirical data calendared and held at least once per semester.	At least annual feedback sessions considering anecdotal as well as empirical data to determine impact of changes made based on prior cycle feedback.

Goal 3: Revise assessments (with a particular focus on rubrics) and establish reliability and validity for each.

a. Develop a new disposition assessment to replace the Pro 05	Pro-05 review highlighted lack of descriptors to guide ratings on 6 point scale. Disposition assessment limited to campus faculty.	New valid disposition assessment developed with stakeholders to be piloted Spring 2018 on campus and in field. Revisions from initial data and user feedback made by Spring 2019.	Annual review of disposition assessment to refine as needed.
b. Provide training for Faculty, University Supervisors and Coordinating Teachers to ensure reliability across all courses and practicums where the disposition assessment is used.	No training provided around use of Pro-05 No reliability established in use.	Training materials for use with the Pro-05 developed and used for training of faculty, University Supervisors and Cooperating teachers to establish reliability (no later than Spring 2018).	Documented yearly training for implementation and scoring of disposition assessment.
c. Continue refining the ST 11 to ensure consistent reliable implementation, and scoring.	Initial sessions held in Fall 2016 and Spring 2017 to begin revision process as well as establish reliability of instrument.	Scheduled, 1 time per semester training for implementation and scoring of ST-11 assessment. On-line scoring supports developed for cooperating teacher use.	Scheduled, 1 time per semester training for implementation and scoring of ST-11 assessment to maintain reliability.
d. Develop electronic	Review of current	Implementation of	Systematic

portfolios that reflect both overall and specialty area program criteria	Portfolio and ePortfolio implementation across program areas began Fall 2016 as well as formation of committee to review ePortfolio options.	common ePortfolio by 2018-2019 school year. Collect data and feedback for necessary revision moving forward.	implementation of ePortfolio across all program areas with data collected and analyzed annually as per the Data Analysis Calendar (See Goal 1).
Goal 4: Revise EPP publications to develop consistency of format, language, policy and accuracy to ensure compliance with accreditation and federal and/or state policy.			
a. Update Specialization Area Handbooks to reflect current course progression and align expectations across programs.	Each Specialization Area has its own handbook, with each being revised and updated independently, thereby reflecting different styles and iterations of policies, procedures, and course alignment.	All Specialization Area Handbooks to be reviewed by the PEUC and updated to reflect the most current and accurate policies, procedures, and course requirements.	Annual review and update of PEUC level information of all handbooks concurrently.
b. Consolidate all PEUC documentation into a single manual (policy, assessment, and practicum manuals merged into one, with indexing and cross-referencing.)	Separate PEUC manuals exist for different aspects of the program. These separate manuals have not been updated or revised in a consistent manner for the past 5 – 7 years. No indexing or cross-referencing exists.	Revision (as needed) and consolidation of all aspects of PEUC manuals by Spring 2018. Indexing and cross-referencing completed by Spring 2019.	Annual review of Consolidated PEUC handbook to assess for accuracy and usability.

e. Describe the resources available to implement the plan. This includes staffing and faculty cost (time, salary, or reassignment time), budgeting impacts such as travel or training costs, expertise, and other resources

*Note: The PEUC contains EPP faculty, the DTE, DAA, administrative and student representatives. The EPPAC contains all of the above plus P-12 representatives from several states.

Strategies and Resources for Goal 1:

- Gather feedback from faculty and students on usability of TK20, i.e., setting up juncture process on TK20, auto upload functionality for inputting scores from ETS.
    - o *Human:* PEUC, EPP candidates.
    - o *Fiscal:* EPP operational budget; student fees.
- Periodically meet with TK20 representative to determine options for the design of the database to better support and create the types of reports we need to effectively analyze data.
    - o *Human:* PEUC, EPP candidates.
    - o *Fiscal:* Meeting & training facilities, hospitality, faculty incentives; Unit budget; CAEP budget.
- Consolidate data into TK20 from various existing sources as needed
    - o *Human:* PEUC, administrative team
    - o *Fiscal:* Unit operational budget (release time for DTE, DAA, Staff time/salary).
- Create new report structures as needed, such as the juncture process.
    - o *Human:* PEUC, EPPAC, EPP candidates
    - o *Fiscal:* Unit operational budget (release time for DTE, DAA, Staff time/salary).
- Engage in training sessions as needed.
    - o *Human:* EPP faculty, Specialization Coordinators, DTE, DAA, Administrative team members (dean/assoc. provost).
    - o *Fiscal:* Meeting and training facilities, hospitality, faculty incentives; Unit operational budget; accreditation budget.

Strategies and Resources for Goal 2:

- Develop assessment, data entry, data analysis, and feedback cycle calendar.
    - o *Human:* PEUC, administrative team.
    - o *Fiscal:* Unit operational budget (salaries/release time)
- Develop protocols for data analysis and feedback
    - o *Human:* DAA, DTE, Certification Analyst, Advisory Councils (PEUC & EPP).
    - o *Fiscal:* Unit operational budget (salaries/release time)
- Review data analysis and feedback process once a semester to refine process as needed.
    - o *Human:* PEUC, EPPAC, administrative team.
    - o *Fiscal:* Unit Operational budget in relation to EPPAC feedback.
- Develop system to document analysis, feedback, and follow-up cycles.
    - o *Human:* DTE, DAA, with feedback from advisory councils.
    - o *Fiscal:* Unit Operational budget; accreditation budget for employee training and

travel.

- Track impact of changes made based on data analysis cycles
    - o *Human:* DTE, DAA, with feedback from advisory councils.
    - o *Fiscal:* Unit Operational budget; accreditation budget for employee training and travel.
    - o

Strategies and Resources for Goal 3:

- Develop a new disposition assessment to replace the Pro 05.
    - o *Human:* DAA, DTE, Certification Analyst, Specialization Coordinators, Administrative team, Advisory Councils (PEUC, EPPAC).
    - o *Fiscal:* Unit Operational budget; accreditation budget for employee training and travel.
- Provide training for University Supervisors and Cooperating Teachers to ensure reliability and validity across all courses, including those with practicums, where the disposition assessment is used.
    - o *Human:* DAA, DTE, Certification Analyst, Specialization Coordinators, Administrative team, Advisory Councils (PEUC, EPPAC).
    - o *Fiscal:* Unit Operational budget; Continuing education budget; tuition for re-certification credits.
- Continue refining the ST-11 to ensure consistent implementation, reliability, and validity of instrument.
    - o *Human:* DAA, DTE, Certification Analyst, Specialization Coordinators, Administrative team, Advisory Councils (PEUC, EPPAC).
    - o *Fiscal:* Unit Operational budget; Staff time in salaries already allocated.
- Develop electronic portfolios that reflect both overall and specialty program criteria.
    - o *Human:* DTE, DAA, PEUC, EPPAC, teacher candidates.
    - o *Fiscal:* Unit Operational budget; Unit Operational budget; accreditation budget for employee training and travel.

Strategies and Resources for Goal 4:

- Update Specialization Area Handbooks to reflect current information and policy and align expectations across programs.
    - o *Human:* DAA, DTE, Certification Analyst, Specialization Coordinators, Administrative team, Advisory Councils (PEUC, EPPAC).
    - o *Fiscal:* Unit operational budget (staff time).
- Consolidate all PEUC documentation into a single manual (policy, assessment, and practicum manuals merged into one, with indexing and cross-referencing) available online.

- o *Human:* DAA, DTE, Certification Analyst, Specialization Coordinators, Administrative team, Advisory Councils (PEUC, EPPAC).
- o *Fiscal:* Unit operational budget (staff time).