

Summary of Program Improvement Recommendations:

The EPP improvement plan is based on the AFIs received during the 2015 ESBP Team Visit and the effort to align the work of the department more closely with CAEP Standards as areas for improvement, based on the then NCATE Standards, are addressed throughout the program. Overall, the visiting team identified several major areas that needed to be addressed by the EPP and offered recommendations for improvement. In general, areas for improvement were identified as follows:

1. Collect and analyze data from the assessments of the candidates' knowledge, skills and dispositions. (NCATE Standard 1)
2. Incorporate a unit-wide collection, compilation and analysis of candidate data at transition points and in courses for program improvement. (NCATE Standard 2)
3. Train faculty and staff on using Excel, Access and Canvas. (NCATE Standard 2)
4. Require candidates to collect and analyze data on P-12 student learning, and reflect on their work to develop strategies for improving P-12 student learning. (NCATE Standard 3)
5. Collect and analyze data from the assessments of the candidates' knowledge, skills and dispositions for activities focused on diversity experiences. (NCATE Standard 4)
6. Increase collaboration, both formally and informally, with content experts to maximize success in the implementation and assessment of science instruction. (NCATE Standard 5)
7. Reduce teacher education faculty course load. (NCATE Standard 5)
8. Increase resources for assessment software. (NCATE Standard 6)
9. *Address and/or create committee structures. (NCATE Standard 6)
10. Document of interaction with school administrators and principals to help to guide program improvements. (NCATE Standard 6)

Overview of Progress Toward Goal Achievement

Areas for Improvement (AFI) – BOE Onsite Report TMCC September 2015				
AFI/NCATE Standard	Concern	Recommendation	Actions	Results
AFI # 1 Standard 1 a.	The unit lacks sufficient evidence that the data from the assessment tools are compiled and analyzed.	Collect and analyze data from the assessments of the candidates' knowledge, skills and dispositions.	Summer 2015, the EPP faculty engaged in curriculum realignment, as suggested by a visiting member. As suggested, courses that best facilitated targeting specific InTASC standards were identified. Instructional plans and assessment tools were designed to meet and assess the standards. (link here)	Modifications have been made to courses and course assessments. A matrix was developed to input assessment scores that specifically assess the standards identified. (link matrix)
AFI #1 b.	Cont.	Cont.	Data generated from the STOT and Qualtrics Survey is used to identify weaknesses/gaps in candidate knowledge and skills. Candidate dispositions are assessed using the Dispositional Professional Qualities assessment. The EPP reviews assessment results and makes decisions to address them in the curriculum by modifying appropriate syllabi,	Upon identification of weak areas, faculty make modifications to the programs of study for the purpose of improving student performance. Example: Because faculty found it difficult to fully address Standards 9 and 10 in coursework, the FES incorporated activities specifically designed to address these standards during Student Teaching Seminar (link Cathie's seminar agendas here)
AFI # 2 Standard 2	The IR lists many different assessments, however data from those assessments is not collected, compiled and analyzed in a systematic manner.	Incorporate a unit-wide collection, compilation and analysis of candidate data at transition points and in courses for program improvement.	1. The EPP has developed the Key Assessment Data Collection Plan to collect Candidate, Course, Program, and Unit assessment data. The plan was to create a DMS in LiveText that would generate data at the end of each academic year for program improvement. LiveText was used as the Field Experience management system Spring 2018 for student teaching. However, due to design, critical reports could not be generated. Assessment results were calculated manually. 2. The EPP started using online surveys (Qualtrics) to gain feedback from graduates, first year	Survey results are used to identify weak areas. Employer results: a. Uses formative and summative assessments to support student learning b. Makes interdisciplinary connections among core subjects c. Designs instruction for gifted and talented students

			teachers, and employers in the field. (Link survey results from ESPBCAR 2017) Exit Survey Results April 18	d. Knows where and how to access resources to build global awareness and understanding Transition to Teaching Survey a Balance between theory and practice in the teacher preparation courses b. Quality of field experience prior to student teaching c. Design instruction for English-language learner (lesson planning)
AFI #3 Standard 2	Faculty and staff have not had formal training on the capabilities of various programs and are not using them to their fullest potential because of this lack.	Train faculty and staff on using Excel, Access and Canvas.	Faculty attended Canvas training Fall 2015, 2016, and 2017. 2016-17: Faculty attended LiveText, TK20, and Taskstream DMSs presentations as part of the selection process. LiveText was selected.	Canvas has become the course management platform for the institution. EPP faculty are all well trained in the use of Canvas and have no trouble managing courses they teach.
AFI # 4 Standard 3	There is no formal system in place for evaluating P-12 student learning. Though this is an important part of instruction, there is no documentation or formal system for analyzing data to measure candidate effectiveness.	Require teachers to collect and analyze data on P-12 student learning, and reflect on their work to develop strategies for improving P-12 student learning.	MAP data is collected from a select group of first, second, and third-year teachers every spring, and the FES communicates with building supervisors/mentors to discuss results and identify areas for improvement. (Link data tables)	The FES shares information regarding strengths and concerns with faculty. It is difficult, at times, to get feedback focused on weak areas.
AFI # 5 Standard 4	There was very little data to document either quantitatively or qualitatively measureable growth in understanding and incorporating their	Collect and analyze data from the assessments of the candidates' knowledge, skills and dispositions.	Instructors use two forms of assessment to collect and analyze data for diversity experiences provided by the program: Mayville Multicultural Event: Survey and Reflections Hostfest (Scandinavian Cultures): Pre/Post School Visits: Reflections	Instructors use diversity event assessment results to extend the learning in their classrooms. (link assessments)

	newly –gained knowledge of diversity into their professional practice.		(Link assessments here...)	
AFI # 6 Standard 5	It is not clear as to the forum for discussion focusing on the addressing and assessing of science content.	Increase collaboration, both formally and informally, with content experts to maximize success in the implementation and assessment of science instruction.	During the 2015-16 academic year, TED faculty met with representatives from the English, Social Studies, Math, and Science departments. Programs of study were reviewed, availability of general education instructors was addressed. The science composite program of study was revised Fall 2017 and was reviewed and approved by ESPB. Course syllabi will be developed or revised during Academic Years 2018-19 and 2019-20. 2015-16: Unit faculty met with a representative from the Science Department. Together, they reviewed the program of study to ensure availability of qualified instructors. At the end of that year, two science instructors left. During academic year 2016-17, a science instructor was hired to replace one instructor. Two additional instructors were hired August 2017, one of whom was hired specifically to work with the unit's secondary science program.	The initial meeting with the science department representative resulted in a firm direction for upcoming science cohorts. (link meeting minutes) The loss of two instructors at the end of academic year 15-16 left the department struggling to meet student needs. Fortunately, at that time, there was only one science student needing coursework to complete her program of study. The replacement of instructors during the time period Fall 2016 to present resulted in continuity of the science program for new cohorts. The new department science instructor redesigned the science program of study, and it was reviewed and approved by ESPB. Course syllabi will be developed or revised during Academic Years 2018-19 and 2019-20. (Link new science PoS)
AFI # 7 Standard 5	NCATE limits the course load for teacher education faculty to 12 credit hours per semester, but unit faculty are responsible for 17-30 credits per semester.	Reduce Teacher Education Faculty course load.	A Field Experience Supervisor was hired January 2017 to assume the clinical/field experience component of the program, and a science teacher was hired in August 2018 to teach science courses as well as EDUC courses – Classroom Management for Secondary, Education Technology, Methods for Secondary Science, and Praxis II Secondary.	The Field Experience Supervisor has taken on responsibilities for supervising all practicum placements and student teachers, leaving the teaching faculty to focus on courses they teach. In addition, the ECE program was eliminated, freeing the ECE instructor to teach EE courses.
AFI #8 Standard 6	Assessment software for compilation of data needs to be purchased or IT department utilized to compile data.	Increase resources for assessment software.	Canvas was purchased by the institution Summer 2016 and faculty were trained Summer 2016 and Summer 2017. LiveText was purchased for use by the EPP originally. Training began in November 2016 and continues via GoToMeeting training sessions, Help manual in the LiveText system, and the LiveText Support line	The STOT (student teaching assessment) was uploaded in LiveText and used in that environment for the first time Spring 2018. It was quickly noted that assessment structure is an issue and needs work. EDUC course final assessments will be inserted in LiveText during Summer 2018.

AFI #9 Standard 6	Committees should be formed to address and monitor assessment and curriculum and other important needs.	*Address and/or create committee structures.	**EPP faculty serve on multiple committees throughout the institution for multiple purposes. (See below) Within the unit, the entire team has served as the committee because, until January 2017, there was only two faculty and the director. As of 1/17, two faculty were added – FES and science instructor.	Unit faculty continue to serve as one EPP committee. Unit faculty do serve on multiple committees throughout the institution. See below.
<p>*BOE 2105 Report 6.1 Personnel: “There is evidence of faculty members of the teacher education program serving on committees including Academic Standards Committee, and Financial Aid. However there was documentation available for the Academic standards committee and that information were several years old.”</p> <p>**_Current Unit Committee Assignments: Delorme: Academic Standards Committee; Curriculum Committee; Native Language and Culture Committee; Student Learning Committee; Accreditation Committee – Criterion Four; Supervisors’ Committee; K. Henry: Curriculum Committee; Accreditation Committee – Criterion One; Financial Aid Committee; K. Dionne: Technology Committee; Accreditation Committee – Criterion 3 C. Gladue: Accreditation Committee – Criterion Four; D. Wibe: Recruitment and Retention Committee. <i>(Insert Committee Membership Document here)</i></p>				
			TMCC Curriculum Committee meets monthly to address progress and needs for all programs. This year, the curriculum committee offered support and guidance in the revisions of the Secondary Science Composite Program of study.	The newly revised Secondary Science Composite Program is ready for a new cohort.
AFI #10 Standard 6	Document interaction with school administrators on program improvements.	Documentation of interaction with school administrators and principals should help to guide program improvements.	The Field Experience Supervisor (FES) collaborates and consults with area school administrators and principals when selecting mentor teachers to work with practicum students and student teachers. Qualtrics Employer Survey is used to collect data.	During conferences with mentor teachers and building administrators, the FES collects information regarding preparedness and readiness of candidates.
ESPB/InTASC Report identified as “met with weakness” or “not met” are listed below with indications of locations where evidence is available.				
InTASC AFI	Weakness	Recommendation	Actions	Results
Standard 1	Data is not compiled and analyzed.	Collect and analyze data from the assessments of the candidates’ knowledge, skills and dispositions.	Multiple data sources are now used to collect evidence of candidates meeting InTASC Standards. <ul style="list-style-type: none"> • Surveys (Exit, TTS, Employer • Capstone Assessments <ul style="list-style-type: none"> ○ ND STOT ○ e-Portfolio Assessments ○ Candidate Dispositions 	Link survey tables and the standards assessment tables here.
Standard 2				
Standard 3				

			<ul style="list-style-type: none"> Course Assessments (Assessment Matrix) 	
Standard 6 Weakness	No evidence of impact on student learning.	Include solid activities and assessment tools in select courses to ensure candidates understand how to guide P-12 learners in making decisions about their learning and setting academic growth targets.	Add P-12 learner decision-making and target-setting for academic growth to Math Methods and Materials, Language Arts Method and Materials, and Education Assessment courses. Develop clear activities and a well-defined rubric that speaks to academic goal-setting and setting growth targets based on assessment results.	The EPP has collected evidence of impact on student learning for two years. However, some of the second year data, at the time of this writing, has not been provided by some schools. The EPP is work on a plan for teaching juniors and seniors how to conduct case studies in an effort to collect current, useful evidence of impact on student learning for professional growth purposes.
Standard 7 (Planning) Weakness	Secondary Science – no evidence attached/hyperlinked – syllabus/assessment	Revise the secondary science program to meet state standards.	<p>Secondary Science Programs has been revised and approved by ESPB.</p> <p>All candidates attend the EDUC 329 Curriculum Planning course</p>	Current cohorts fall under old science composite. Note: During the three years prior to the review, no secondary science cohort had more than four students in any one cohort. It was not possible to maintain anonymity with only two students so assessment data was not shared.
Standard 8 (Strategies) Weakness	Secondary Science – no evidence attached/hyperlinked – syllabus/assessment	Revise the secondary science program to meet state standards.	EDUC 470 Methods of Secondary Science covers instructional strategies. (link syllabus)	Current cohorts fall under old science composite. Note: During the three years prior to the review, no secondary science cohort had more than four students in any one cohort. It was not possible to maintain anonymity with only two students so assessment data was not shared.
Standard 9 Says “met” but not met	Offered only in ECE program – EE and SecSci not required to take the ECE courses		The EPP faculty conducted a curriculum realignment Summer 2015, as suggested by a visiting member who returned to work with the team on data collection and analysis. The task was to identify the courses that best facilitated targeting specific InTASC standards as opposed indicating that most or all courses addressed many standards. Thus, faculty isolated those courses that address specific standards best and added activities and assessment tools designed to meet and assess the standards. (link here)	Course assessment results are reviewed annually, as well as survey responses, to identify areas of concern. This is an ongoing process and will continue to improve as more of the assessments used to measure course and program quality (i.e. candidate performance) are uploaded to LiveText for improved reporting. Currently, most assessment results are hand tabulated.
Standard 10 No rating-Reviewer error. Misabeled standard.	<p>Weakness mentioned in report referred to Standard 9.</p> <p>Error</p>	Action		

EPP Improvement Goals

1. By Spring 2022, the selected DMS will serve as the primary unit system for collecting and analyzing key assessment data and key pieces of evidence that demonstrate:
 - a. Candidates' understanding of the InTASC Standards and the skills to apply them in the P-12 instructional setting.
 - b. Candidates' ability to use research and evidence to measure their P-12 students' progress and assess their own professional practice.
 - c. All unit faculty have been trained at a level of proficiency in using course management platforms and data management systems adopted by the institution for data collection and management
 - d. All faculty have collected assessment evidence for all course and program activities (course assessments, field experience events, and diversity events (study trips).
2. By Spring 2022, the unit will be fully engaged in routinely collaborating with other departments for multiple purposes as follows:
 - a. Unit faculty routinely collaborates with other department faculty to ensure qualified faculty are available to teach prerequisites.
 - b. Unit faculty is fully engaged in committee work across the institution to improve other programs as well as gain feedback for the unit's continue growth and improvement.
3. By 2022, the secondary science program will be revised to meet all state standards and be fully functional.
4. By Spring 2022, community stakeholders will be engaged at all levels of program assessment and development.
 - a. By Spring 2019, the TED Advisory Council will be fully functional and engaged in contributing to the continuous improvement and growth of the unit.
 - b. By Spring 2018, feedback from stakeholders will be collected using multiple sources and strategies.

Rationale for Areas of Focus:

The Council for the Accreditation of Education Preparation's (CAEP) continuous improvement goal calls for EPPs to use multiple forms of evidence to continuously monitor, evaluate, and improve their programs. This is also one of the TMCC EPP's goals because, historically, it has been one that has been hard to achieve. Using the results of inquiry and data collection to establish priorities and enhance program elements and capacity is no easy task. Much of the focus of the Board of Examiners' review focused on data collect and analysis. There was no evidence data of a systematic process for collection and analysis in place. Therefore, there was no hard evidence to use for program improvement purposes. The lack of sufficient evidence that data from assessment tools were compiled and analyzed permeated the EPP performance outcomes in Standards 1-4. The visiting team recommended the EPP establish a systematic manner for collecting and analyzing data in key areas – candidates' knowledge, skills, and dispositions and their ability to meet professional, state, and institutional standards, program strengths and

needs for improvement purposes, the EPP's own performance as a unit, candidates' impact on P-12 learners, and the impact of diversity events on candidates' perspectives toward students/peoples from diverse backgrounds.

Faculty must be well versed in data management systems if they are to be expected to collect and analyze data in ways that support the continued improvement of the program. Further, their time and responsibilities must be valued to the extent that their time for teaching and working with students independently, as well as collaborating with colleagues outside of the unit, is not impacted by extended course/credit loads beyond limits set forth by accreditation agencies. This was another mother major area of concern focused on faculty concerns. The program review revealed that: a) instructors were carrying high course/credit loads, b) there needed to be greater collaboration between teacher education faculty and general education faculty, c) unit faculty were not sufficiently trained to use the multiple data management systems to effectively collect and analyze data, and d) Unit faculty needed be more active on committees.

Finally, it is critical that the EPP solicit quality feedback from school administrators and principals who employ our graduates. While the unit had met with building principals individually to elicit their perspectives on program strengths and weaknesses, there was no collection of hard evidence to support assumptions made based on those meetings. Thus, the visiting team recommended the documentation of interactions with administrators designed to help guide program improvements.

Objectives:

1. By Spring 2017, EPP faculty will assigned to institution-wide committees. The small size of the unit department does not lend itself to an internal committee structure, therefore, all program actions and issues are addressed at bi-monthly EPP faculty meetings. (NCATE Standard 6)
2. By Spring 2017, a data management system will be acquired to:
 - a. Facilitate the task of collecting and analyzing assessment data focused on candidates' knowledge, skills and dispositions. (NCATE Standard 1)
 - b. Facilitate the unit-wide collection, compilation and analysis of candidate data at transition points and in courses for program improvement. (NCATE Standard 2)
3. By Spring 2017, all unit faculty and staff will be trained to use Canvas as their course management system. (NCATE Standard 2)
4. By Spring 2018, the acquired DMS will be used consistently to collect and analyze data that measures candidate growth in knowledge, skills, and dispositions.
5. By Summer 2018, adjustments to assessment tools housed in the selected DMS will be made based on assessment reports and system capabilities.
6. By Spring 2017, the first collection of Impact on P-12 student learning data from standardized assessments will be collected and analyzed, and the EPP will use the data to develop strategies for improving P-12 student learning. (NCATE Standard 3)
7. By Spring 2017, faculty will develop and use assessments to compare candidates' knowledge and perspectives as a result of participation in **diversity** experiences. (NCATE Standard 4)

8. By Spring 2017, unit faculty will have met with the science, math, and English departments to review programs of study and work collaboratively to modify semester course schedules for each department to ensure courses are taught on regular schedule that student can rely upon to meet EPP program prerequisites.
9. By Fall 2017, the Secondary Science Program will be reviewed and revised to ensure secondary science candidates have access to courses needed to complete their program of study and graduate. (NCATE Standard 5)
10. By Spring 2017, additional faculty will be hired in an effort to EPP faculty course/credit load. (NCATE Standard 5)
11. During Fall 2018, the Director of Research, Assessment, and Accreditation will train unit personnel how to use Excel as a data collection platform to supplement LiveText in generating assessment reports and to provide institutional data to deepen the context of the reports.
12. By Fall 2018, faculty will be trained to build key assessments into the DMS for the collection and analysis of data designed to improve instruction and the program.
13. By Spring 2017, the EPP will have a system in place (operational) for engaging community stakeholders in department operations and improvement efforts. (North Dakota Common Metrics Qualtrics Survey for school administrators/principals, first year teachers, and new graduates to help to guide program improvement efforts – NCATE Standard 6).
14. By Fall 2018, the TMCC Teacher Education Department Advisory Council will have approved the Advisory Council Policy Manual and conducted its first formal meeting.
NOTE: To date, there has not been an Advisory Council in place due to the fact that the “new” director has not been informed of the need and none had been in place prior to the hiring of the director.
15. During the years Spring 2018 – Fall 2020 the faculty develop proficiency in the following areas:
 - a. Using a DMS, Canvas, and Excel to record all candidate assessments that respond to InTASC Standards and to generate assessment reports for course and program improvement.
 - b. Collecting and reporting impact on P-12 student learning data in multiple formats (standardized assessments, case studies, etc.) in order to demonstrate improvement in P-12 student learning. (NCATE Standard 3)
 - c. Working collaboratively with the TMCC Teacher Education Department Advisory Council, as well as cooperating teachers and area administrators for continued program improvement.

Intervention I: Incorporate a unit-wide collection, compilation and analysis of candidate data, at transition points and in courses, in an effort to collect data for a variety of purposes for the purpose of overall program improvement.				
Objective	Baseline - 2016	Year 1 - 2017	Year 2-6 – 2018-2022	Year 7
1.a Demonstrate candidate understand InTASC Standards and the skills to apply them in the P-12 instructional setting.	Develop a process for collecting and analyzing evidence of candidates' understanding of InTASC Standards and ability to apply skills in P-12 setting	Realign curriculum to ensure InTASC Standards are met and candidate proficiencies are routinely assessed; add or modify current instructional plans and assessments to ensure candidates acquire skills	Implement realigned curriculum, assess, analyze assessment results, make adjustments at the end of each academic year.	Continue to monitor the efficacy with which the program is preparing candidates to apply learning in the P-12 setting.
1.b Demonstrate candidate ability to use research/evidence to measure student progress and assess their own professional practice.	Modify EDUC 410 Education Assessment and EDUC414 Student Teaching syllabi to include "Impact on Student Learning" through research and evidence collection activities focused on assessing student learning and the candidate's professional growth.	a. Include strategies for measuring student progress and collecting evidence in the EDUC 410 Education Assessment and EDUC 414 Student Teaching syllabi. b. Include strategies to guide candidates in the assessment of their own professional practice.	Implement realigned curriculum, assess, analyze assessment results, make adjustments at the end of each academic year.	Continue to evaluate course impact on candidate understanding of Impact on Student Learning, sources of evidence, processes for assessing and collecting evidence of student learning and personal professional growth.
1.c Unit faculty are proficient in using course management platforms and data management systems for data collection and management.	Provide training for faculty focused on using course and data management systems as instructional tools as well as for program improvement	Faculty will follow institution's training plan for Canvas and Jenzabar and select a DMS as a result of presentations attended via GoToMeeting. Begin use of Canvas as a course management system	Begin and continue training in use of selected platform. System will be used initially to establish the field experience component (practicums and student teaching). Continue Canvas training	Continue to bring course assessments (mid-terms and finals) online as faculty develops proficiency in working in the DMS environment. Proceed with training updates as needed.

1.d Unit faculty collect and analyze data for a variety of purposes.	Establish a system for faculty to collect critical assessment evidence for key activities (course assessments, field experience events, and diversity events (study trips).	Faculty will begin using Canvas collect assessment evidence and monitoring both. Faculty incorporate rubrics specific to INTASC Standards that have been with shared with all EPPs and, where necessary, modify them to meet the unique needs of the courses taught. Assessment results will be recorded in the DMS and used to analyze data for various purposes.	All assessment evidence will be stored in the DMS and assessment reports will be run annually to use in the course and program improvement process as outlined in the Key Assessment Matrix	
Intervention 2: Collaborate with institution administration to assign unit faculty and staff to institution-wide committees				
Objective	Baseline - 2016	Year 1 - 2017	Year 2-6 – 2018-29121	Year 7
2.b Unit faculty participate in committee work across the institution to guide unit and institutional growth.	Assign unit faculty to institution-wide committees to support institutional assessment and growth.	Faculty will be assigned to committees institution-wide (link committee memberships doc)	Faculty will consistently attend committee meetings. New faculty will be assigned committees by the Dean of Academics.	Continue with committee assignments; rotate faculty as needed.
Intervention 3: Revise and implement a secondary science program of study that meets ESBP requirements and state standards.				
Objective	Baseline - 2016	Year 1 - 2017	Year 2-6 – 2018-29121	Year 7
3. The secondary science program meets all state standards and is fully functional.	Revise the secondary science program to meet state standards.	Revision of the secondary science program will begin when the secondary science instructor for teacher education is hired (August 2017) and will be submitted to ESPB for approval Fall 2017.	Course syllabi will be revised by gen ed instructors as they are hired/assigned to teach courses in the program of study.	Continue to develop syllabi and monitor progress.
Intervention 4: Develop a TMCC Teacher Education Department Advisory Council draft and establish an advisory council composed of area stakeholders.				
Objective	Baseline - 2016	Year 1 - 2017	Year 2-6 – 2018-29121	Year 7
4.a The Advisory Council is engaged in the unit's	Develop an Advisory Council Spring 2018 representative of all	Initiate Advisory Council work August 2018. Share draft Advisory Council Policy Manual	Schedule biannual meetings with Advisory Council and continue. AC	Continue to engage the Advisory Council in program activities.

continued growth and improvement process.	community stakeholder groups.	with council members for review, revision, acceptance. Adopt final version.	will replace members who leave the council.	
4.b Stakeholder feedback is collected using multiple sources and strategies.	Initiate a system for collecting stakeholder feedback.	The ND Common Metrics survey will be used to collect data from employers, exiting graduates, and first year teachers. Feedback will be used for program improvement purposes. Advisory Council will identify areas of concern during meetings and offer advice regarding program improvement options.	Revise curriculum/program as results from surveys and input from the Advisory Council indicate need.	Continue with the curriculum/program evaluation process annually for continued growth and improvement.

