

Standard 4 Action Plan

Action Item		Projected Timeline	Completion Date (progress report, 11/17/17)
Standard 4.1 Learner Growth			
A	Begin pilot study with three Indiana and two Ohio public schools, districts, or corporations to better understand VAM/SLO data and use; Obtain VAM/SLO data from each entity.	March - November 2017	Recruitment of schools still in progress. Corporations in Marion, IN; {anonymous}, IN; and Elwood, IN have agreed to participate so far.
B	Analyze data to understand how it differs in usage at different locales and the range of teacher scores for 1 st /2 nd /3 rd year teachers. Set a target for IWU completers.	June - November 2017	Recruitment of schools and sharing of data still in progress.
C	Recruit completers about to begin induction phase of career to agree to provide VAM/SLO data (May-June 2017) for three consecutive years once employed.	May – November 2017	TRAD - Recruitment is ongoing, and will focus on completers who become employed within Marion Community Schools and other corporations within Grant County. ONL - Recruitment is ongoing, starting with completers who earned a 4.0 GPA.
D	Partner with corporations that hire completers in step B to get VAM/SLO data directly.	September – November 2017	Will begin once a compliment of completers are recruited.
E	Work with corporations to obtain data on completers (part C) for 2017-18.	June 2018	
F	Analyze data and report findings to unit faculty and advisory boards; revise target if necessary	September 2018 (also included in May 2019 and all other annual program reviews); October	

		2018 (and annually to advisory boards)	
G	If working with many different school systems' ways of measuring growth proves onerous and unit faculty desires to create an EPP instrument for this purpose, create task force to develop instrument with another pilot test to establish validity and reliability	If necessary, after May 2019	
Standard 4.2 Impact of Teaching			
H	Begin pilot study with three Indiana and two Ohio public schools plus at least one private school to better understand how to implement teacher effectiveness surveys; IWU asks school to administer CESA 6 survey to all classrooms and receives data	March - November 2017 (Marion Community Schools already recruited)	TRAD - Recruitment is ongoing, and will focus on completers who are employed within Marion Community Schools and others corporations within Grant County. ONL - Recruitment of schools still in progress. Corporations in Marion, IN and Elwood, IN have agreed to participate. {anonymous}, IN declined due to the sensitive nature of data collected.
I	Analyze data to see the range of survey scores for 1 st /2 nd /3 rd year teachers. Share with partner schools. Set a target.	June 2017 – February 2018	Recruitment of schools and setting up the timing of survey distribution had to wait until the 2017-18 school year, at the request of the corporations. Surveys will be distributed when schools are ready.
J	Recruit completers about to begin induction phase of career to administer surveys in their classroom once employed (May-June 2017)	May – November 2017	Recruitment is ongoing starting with completers who earned a 4.0 GPA.

K	Develop a crosswalk between pedagogical assessment (1.1.14), CESA 6 survey, and Teacher Effectiveness Rubric from RISE to allow for comparison across instruments.	June – August, 2017	Complete, 9/1/17
L	Work with alumni completers (part J) to administer CESA 6 surveys	February - April 2018	
M	Obtain data for 2017-18; share with completers and school partners	May 2018	
N	Analyze data and report findings to unit faculty and advisory boards	May 2018 (and annually at program review); October 2018 (and annually to advisory boards)	
O	If the best target turns out to be a score for a 2 nd or 3 rd year teacher, work with alumni completer to administer survey in second or third year	February - April 2019 or 2020	<optional>
Standard 4.3 Principal Survey			
P	Report most recent results and discuss with unit faculty	May 2017 (and annually at Program Review); October 2017 (and annually to advisory boards)	Partially Complete – Shared with unit faculty on 5/18/17.
Q	Encourage and work with IDOE and ODOE to get a higher rate of return for principal surveys	August 2017	Complete, 8/15/17 and 8/18/17.
Standard 4.4 Completer Survey			
R	Report most recent results and discuss with unit faculty	May 2017 (and annually at Program Review); October 2017 (and annually to advisory boards)	Partially Complete – Shared with unit faculty on 5/18/17.

Recruitment of completers and schools continues at this time as noted in the September, 2017 addendum report. All ONL TTT university supervisors (Ohio, Elementary, and Secondary) have been contacted to ask for their help in recruiting completers from Fall 2017 to join our study after finishing with IWU. They have also seen a draft of the recruitment letter. After Thanksgiving, a recruiting letter will be sent from the university supervisor (rather than from an ONL administrator), in the hopes that a stronger personal relationship will provide a larger yield. TRAD recruitment will commence in the spring of 2018 in anticipation of the April, 2018 graduation; another round of ONL TTT recruitment will take place in April 2018 for those who complete in Spring, 2018.

As a benefit of its partnership agreement with Indianapolis Public Schools (IPS), Indiana Wesleyan received a demographic profile of IPS teachers and IWU-trained teachers in that corporation. This report compares data for all of IPS, from the last three years of IWU-trained teachers (corresponding to completers from all cycles reviewed in the self-study, addendum, and this site visit update). It does not name teachers, and therefore does not differentiate between TRAD and ONL completers. To date, 13 IWU-trained teachers are employed at IPS, 5 of whom completed in 2016-17. Perhaps the most interesting aspect of this report is the finding that IWU-trained teachers match their IPS peers in average tenure within the corporation (IPS 1.78 years, IWU 1.77 years), two-year retention (IPS 61%, IWU 69%), and three-year retention (IPS 9%, IWU 8%; note that completers from 2015-16 and 2016-17 have not yet completed their third year of teaching). As we received this information just prior to the visit, we plan to contact IPS to ask them to help us recruit 2016-17 IWU-trained IPS teachers to our study by providing names and contact information.

Since the addendum (FFR) was submitted, the state of Indiana released preliminary results of its employer (principal) and completer surveys for IHEs; however, it has not released any state comparison results. The full results with comments for each survey, replete with data summary, are included with this update. The full results for completers also include the 2016 survey results (based on 2015-16). As a reminder, it does not name teachers, and therefore does not differentiate between TRAD and ONL completers. This is the same survey data referenced in the self-study for standards 4.3 and 4.4, with the advantage that there was sufficient participation from employers to provide meaningful information.

Of all IWU completers surveyed in 2016-17, 96.9% rated their preparation program as either excellent (74.7%) or good (22.2%). The remainder rated it as fair (3.0%). None rated it poor. There is a significant difference between the 2016 and 2017 results for the sum total of survey items rated as "strongly agree" or "agree"; the 2016 results were more favorable. There is no significant difference in the overall assessment between 2016 and 2017, meaning that the shift was largely from "strongly agree" to "agree."

For the employers of IWU completers, 94.4% of principals were "satisfied" (52.8%) or "very satisfied" (41.7%) with the quality of preparation. The other 5.6% (N=2) were "dissatisfied." No principals were "very dissatisfied." Again, because of the low N from the 2016 (2015-16) survey, a comparison is not meaningful.