Murray State University
Selected Improvement Plan
2016-2022

Summary Description of the SIP Focus

The EPP will develop, implement, and/or refine systems to enhance EPP completer impact on P-12 student learning and ultimately increase positive responses on surveys of employer and completer satisfaction (Standard 4). SIP strategies include (1) the development, implementation, and/or refinement of systems to enhance **clinical experiences** by revising field and clinical experiences, creating Professional Development School-style curricula, extending practicums, and designing policy/handbooks to support required university-district partnerships; (2) the development, implementation and/or refinement of **quality assurance** systems by establishing processes to assure the validity/reliability of evaluation instruments, developing enhanced partnership agreements and stakeholder involvement, designing procedures to ensure the disaggregation of assessment data by licensure area, and identifying well-articulated and assessed competencies in the areas of diversity and technology; and (3) the development, implementation and/or refinement of processes to measure EPP completers' **impact on P-12 student learning** by participating in a collaborative effort to create a state-wide EPP database and employer survey instrument, using focus groups to ascertain completer impact on student learning, and refining administration and interpretation of EPP surveys of completers and employers.

Rationale for Area of Focus

Ensuring a profound and positive impact by EPP completers on P-12 student learning in Kentucky schools is a shared vision of the state and the EPP; this is the driving force of the proposed Selected Improvement Plan. While the ability of the state to provide the EPP with conclusive evidence of impact is limited, measures of completer satisfaction exist. Completers' satisfaction ratings should reflect their perceptions of their abilities to positively impact student achievement. Specifically, the Kentucky New Teacher Survey (KNTS) provides insight into perceptions of Interns following their first year of teaching. Results are not inclusive of all EPP completers, but provide a purposeful sampling of completers employed in Kentucky public schools.

Aligned to the Initial-Level Indicators of the Kentucky Teacher Standards, with additional questions concerning Title II requirements and implementation of the Common Core, respondents rate new teachers' proficiencies using a 4-point Likert scale with (4) Good and (1) Poor. The state and EPP conducted an item-by-item examination of Intern responses for the last two administrations (2011-2012 & 2013-2014) . When compared to the average responses

of all Kentucky institutions, EPP Interns consistently rated their perception of preparedness as a result of the EPP at or below the state average.

The greatest gaps in candidate satisfaction were in the areas of differentiating instructional practices and using data to support instructional decisions. EPP leadership identified two contributing factors: (1) an over-reliance of traditional classroom settings to teach about these performance-based skills in isolation from clinical practice, and (2) inconsistencies in program improvement cycles that inhibit the revision of curricular and clinical expectations to reflect the field. SIP goals were developed to address these two trends.

This Selected Improvement Plan targets enhanced clinical experiences and a more extensive quality assurance process as the primary vehicles for EPP improvement. EPP completers' impact on P-12 student achievement and the satisfaction of employers and of completers will serve as indicators of the EPP's progress toward meeting these goals.

Improvement Goals
The New Teacher Survey was identified as the measure for improvement within for the Selected Improvement Plan. The New Teacher Survey results spans all licensure/program areas for the EPP, and therefore is an appropriate of EPP-wide improvement. The direct measure of new teacher satisfaction is also an indirect measure of employer satisfaction and P-12 student achievement, as those two variables certainly shape overall completer satisfaction. Once EPP-specific student achievement data is available, Goals may be rewritten to include those measures.

Once P-12 Impact reports are available, these results can be added to
Goal: By Spring 2022, 90% of EPP Intern Respondents on the Kentucky New Teacher Survey will rate the EPP as Excellent or Good for each item.
1. By Spring 2017, 78% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.
2. By Spring 2018, 80% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.
3. By Spring 2019, 83% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.
4. By Spring 2020, 85% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.
5. By Spring 2021, 87% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.
6. By Spring 2022, 90% of EPP completer responses as Interns on the Kentucky New Teacher Survey will be *Excellent* or *Good* for each item.

Implementation Plan

Intervention I: Ensure coordinated, high-quality clinical experiences at all levels within all programs.

Objectives	Baseline	Year 1	Year 2-6	Year 7/Goal
I.1 – The EPP will evaluate field and clinical experiences for all programs.	Develop program audits of field and clinical experience expectations. Develop a literature base of best practices. Clarify competencies for diversity and technology that should be demonstrated by candidates.	Rate the effectiveness of field and clinical experiences based upon evaluations and candidate feedback.	Develop model sequences and expectations for field and clinical experiences based upon candidate feedback and best practices.	Continue to evaluate field and clinical experiences as part of continuous improvement.
I.2 – The EPP will evaluate the core curriculum structure and delivery for all programs.	Use existing curriculum to develop an ideal course sequence for each program. Ensure alignment of the core curriculum with current teacher standards, diversity and technology competencies, content literacy, and other critical areas.	Work with stakeholders to evaluate curricular structure in terms of student needs and outcomes, the demands of clinical placements, the needs of the field, and university requirements. Establish appropriate points for assessing candidate progress through the curriculum.	Revise curriculum to scaffold field and clinical experiences, support student needs and outcomes, and align with needs of the field and university requirements.	Continue curriculum evaluation as part of continuous improvement.
I.3 – The EPP will review structures to ensure alignment and support of revised curricular expectations.	Work with stakeholders to create a student and faculty field and clinical experience handbook to establish a common	Work with stakeholders to update handbooks as modifications to curriculum and field and clinical experiences occur.	Work with stakeholders to update handbooks as modifications to curriculum and field	Work with stakeholders to update handbooks as modifications to curriculum and field

	foundation of curricular and field/clinical experience expectations.		and clinical experiences occur.	and clinical experiences occur as part of continuous improvement.
I.4 – The EPP will establish procedures and identify resources to support faculty, school personnel, and supervisors as they assist with field and clinical experiences.	Conduct an environmental scan of essential policies, expectations and resources related to field and clinical experiences.	Work with stakeholders to cooperatively align field and clinical experience policies, expectations and resources to current programmatic needs.	Work with stakeholders to cooperatively review and adjust field and clinical experience policies, expectations and resources with programmatic needs.	Work with stakeholders to update field and clinical experience policies, expectations and resource allocations as part of continuous improvement.
I.5 – The EPP will develop technology support for the management and evaluation of field and clinical placements.	Coordinate with MSU IT to develop specifications for a new data system and identify options for development.	Implement the development plan of the new data system.	Phase in the new system for use by faculty, staff, supervisors, and students. Invest in upgrades as needed.	Continue to evaluate the functionality of the system as part of continuous improvement. Invest in upgrades as needed.
I.6 – The EPP will establish a network of Professional Development School sites to support a range of enhanced field and clinical experiences.	Recruit potential sites to support 'residency' approaches to practicum and student teaching for elementary, middle and secondary programs.	Work with PDS partners to implement pilot efforts for residency models, evaluate efforts and recommend next steps. Cooperatively create handbooks and guidelines for PDS programs.	Work with P-12 partners to expand the PDS network as well as the clinical initiatives at these sites.	Evaluate PDS efforts as part of continuous improvement efforts.

I.7 – The EPP will align organizational efforts to create systems supporting curricular and field/clinical experience initiatives.	Analyze existing support systems. Form interdepartmental teams to support curricular and field/clinical experience initiatives.	Continue interdepartmental work.	Assess roles and responsibilities associated with the implementation of programs as curricular and field/clinical experience initiatives evolve.	Evaluate EPP organization and support systems as part of continuous improvement.
I.8 – The EPP will refine policies and procedures for the co- identification and co-management and co-supervision of field and clinical experiences with P-12 partners.	As a team with P-12 partners, conduct an environmental scan of field and clinical placements to inform the management and supervision of field and clinical experiences.	Work with P-12 partners to establish and communicate field and clinical experience standards and expectations through policy and handbook materials for EPP faculty/staff and school district personnel.	Work with P-12 partners to monitor and maintain quality field and clinical experiences and personnel at all sites.	Evaluate field and clinical experiences, practices and personnel as part of continuous improvement.

Intervention II: Refinement of Quality Assurance System

Objectives	Baseline	Year 1	Year 2-6	Year 7/Goal
II.1 – The EPP will establish EPP-wide advisory councils to compliment program-specific advisory councils.	Establish policies defining operational expectations for an EPP-wide advisory processes. Create a P-12 Partnership Advisory Council and Student Advisory Council.	Organize stakeholder advisory councils to represent students, school districts and local school partners.	Ensure the 'feedback loop' is closed for all levels of advisory. Revise operational expectations as needed.	Evaluate EPP-wide advisory council operations as part of the continuous improvement process.
II.2 - The EPP will clarify and align Quality	Conduct an environmental scan of	Evaluate time and effort requirements for Quality	Monitor Quality Assurance Processes	Evaluate the assignment of duties related to

Assurance responsibilities across the EPP.	current roles and responsibilities for ensuring Quality Assurance.	Assurance function. Develop policy to articulate expectations. Integrate MSU assessment system SLOs for undergraduate programs.	with consideration given to efficiency and effectiveness measures.	Quality Assurance as part of the continuous improvement process.
II.3 – The EPP will establish or refine sustainable communication and data informed decision-making processes between the EPP, the university, and P-12 partners.	Conduct an environmental scan of communication channels and decision-making groups within the EPP and between the EPP and external stakeholders. Develop a process to orient new faculty to the Quality Assurance systems.	Evaluate existing policy and the Quality Assurance Plan to ensure EPP outcome data is shared with stakeholders and that stakeholders are involved in decision-making.	Monitor communication and decision-making processes to ensure implementation and documentation. Adjust as needed.	Evaluate communication and decision-making processes as part of the continuous improvement process.
II.4 – The EPP will refine curriculum and assessment governance processes/policies to ensure the integrity of procedures across the EPP and the validity and reliability of the assessments.	Create an interdepartmental task force to review existing EPP-wide assessments and to identify assessments to be validated. Establish assessment policy and begin validation and reliability protocols.	Establish policy to govern EPP-wide assessment oversite. Continue the validation of assessments and reliability estimates.	Use assessment governance policy to monitor and maintain valid, reliable EPP-wide assessments.	Evaluate the integrity of EPP-wide assessments as part of the continuous improvement process.
II.5 – The EPP will clarify and document quality assurance expectations	Conduct an environmental scan of all existing university	Through college policy, establish standard quality assurance	Monitor and maintain quality assurance policy to remain aligned to the	Evaluate the integrity of the quality assurance process as part of the

through policy, faculty training and handbooks.	and college policies related to quality assurance and continuous improvement.	procedures that establish best practices and meet EPP and university assessment requirements.	needs of the university, college, EPP, P-12 partners, and students.	continuous improvement process.
II.6 – The EPP will establish policies and expectations for program-specific advisory councils to compliment EPP-wide advisory councils.	Establish policies defining operational expectations for a program-specific advisory processes.	Organize stakeholder advisory councils to represent students, school districts and local school partners.	Ensure the 'feedback loop' is closed for all levels of advisory. Revise operational expectations as needed.	Evaluate program-specific advisory council operations as part of the continuous improvement process.
II.7 – The EPP will establish a webpage that communicates the 8 outcome and impact measures to the general public.	The webpage will be established and populated with available data.	Ways to represent the 8 outcomes and impact measures will be refined. An update schedule will be established.	Users will be surveyed regarding the webpage and whether additional measures will further assist the EPP in communicating with stakeholders. Changes will be made accordingly.	Evaluate the impact of the webpage as part of the continuous improvement process.

Intervention III: Impact on P-12 learning

Objective	Baseline	Year 1	Years 2/6	Year 7
III.1 – The EPP will maintain an active partnership with the state agencies and partnerships charged with developing a state-wide system of reporting EPP impact.	The EPP will participate in collaboration opportunities with project personnel and monitor progress.	The EPP will participate in collaboration opportunities with project personnel and monitor progress.	The EPP anticipates delivery of reports during this phase of the plan. The EPP will use the Impact data to inform program improvement.	The EPP will continue to foster relationships with the project team to explore additional collaborative opportunities to address evolving state and national initiatives.
III.2 – The EPP will collect teaching standards-based, program-specific employer feedback from local district partners on an annual basis.	The EPP will administer a pilot employer feedback survey to participants of the Partnership Advisory Council. Results will be discussed with P-12 partners and program faculty during the annual meeting.	The EPP will adjust the employer survey based upon the Partnership Advisory Council feedback. Using a statewide database identifying employers of program completers, the EPP will administer the employer survey. Results will be shared with the Partners Advisory Council, program faculty, and Student Advisory Council.	The EPP will monitor and maintain the Employer Survey process and will ensure data is collected and shared with the stakeholders.	The EPP will evaluate and adjust the Employer Survey Process as part of the Continuous Improvement Process.
III.3 – The EPP will establish a focus group protocol to assess the impact of completers on student learning and to further gauge completer	The EPP will pilot a focus group of year 2 and year 3 teachers to ascertain their perceptions of how the EPP impacted their abilities to become effective educators. Results will be shared	The EPP will evaluate the pilot results and refine the focus group process. Annual focus groups of year 2 and year 3 teachers will continue. Results will be shared with all stakeholders and used to inform program improvement.	Annual focus groups of year 2 and year 3 teachers will continue. Results will be shared with all stakeholders and used to inform program improvement.	The EPP will look at the availability of statewide impact data and will determine whether additional information is gained from focus group

satisfaction.	with all stakeholders and used to inform program improvement.			efforts. The purpose of the focus groups could shift to completer satisfaction.
III.4 – The EPP will increase response rates to EPP-created completer and employer surveys.	The EPP will analyze existing survey response rates and evaluate the effectiveness of the current means of distributing completer and employer surveys.	The EPP will revise the methods for administering completer and employer surveys. They will investigate the viability of using a statewide database to garner completer and employer contact information.	The EPP will assess return rates and continue to adjust the process of distributing and collecting completer and employer surveys.	The EPP will evaluate the completer and employer survey process as part of continuous improvement.

Data Collection and Analysis

Intervention I: Ensure coordinated, high-quality clinical experiences at all levels within all programs.

Objectives	Method of Assessment/ Description of Assessment	Alignment with Objectives	Plan for Monitoring	Analysis
I.1 – The EPP will evaluate field and clinical experiences for all programs.	The *Developmental Continuum of Clinical Experience in Teacher Education* and the field hour audit sheets for certification will be used to assess field and clinical experiences.	The *Continuum* provides qualitative feedback on field experiences, while the audit sheet provides quantitative feedback.	Department Chairs; Director of Teacher Education Services	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.2 – The EPP will evaluate curriculum structure and delivery for programs.	Program and Department Minutes; Academic Council Action; Advisory Council Minutes.	Assessment will identify programmatic changes.	Department Chairs, Program Coordinators, Director of Teacher Education Services, Assistant Dean, P-12 Partners	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.3 – The EPP will review structures to ensure alignment and support of revised curricular expectations.	Program and Department Minutes; Advisory Council Minutes; Course Evaluations; Clinical Experience Evaluations.	Assessment will identify programmatic change, as well as student satisfaction.	Department Chairs, Program Coordinators, Director of Teacher Education Services, Assistant Dean	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.4 – The EPP will establish procedures	Departmental and Program Minutes;	Assessments will signal the existence of the	Department Chairs, Program Coordinators,	Progress compiled by Assistant Dean and

and identify resources to support faculty, school personnel, and supervisors as they assist with field and clinical experiences.	Website Review; Student and Supervisor Evaluations	documents as well as the satisfaction of the users.	Director of Teacher Education Services, Assistant Dean	shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.5 – The EPP will develop technology support for the management and evaluation of field and clinical placements.	Data Team minutes;	Minutes will report the progress of development	KATE Director, TES Director, Assistant Dean	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.6 – The EPP will establish a network of Professional Development School sites to support a range of enhanced field and clinical experiences.	Clinical placement reports; Memorandums of Understanding	Actual placement reports will reflect progress, as will MOUs.	TQI Coordinator; TES Director; Department Chairs; Program Coordinators	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
I.7 – The EPP will align organizational efforts to create systems supporting curricular and field/clinical experience initiatives.	Departmental and Administrative Cabinet Minutes	Progress will be evident in meeting minutes	Dean; Department Chairs	Progress compiled by Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council.

I.8 – The EPP will refine policies and procedures for the co- identification and co-management and co-supervision of field and clinical experiences with P-12 partners.	Administrative Cabinet Minutes; Department Minutes; TES Minutes; Clinical Supervisor Handbooks	Progress will be evidenced through these artifacts.	Assistant Dean; TES Director; Department Chairs	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council

Intervention II: Refinement of Quality Assurance System

Objectives	Method of Assessment/ Description of Assessment	Alignment with Objectives	Plan for Monitoring	Analysis
II.1 – The EPP will establish EPP-wide advisory councils to compliment program-specific advisory councils.	Administrative Cabinet Minutes; Advisory Policy; Advisory Minutes	Evidence of action is best evidence.	Dean and Assistant Dean	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
II.2 - The EPP will clarify and align Quality Assurance responsibilities across the EPP..	Quality Assurance Plan; Documentation from programs and advisories	The implementation of the Quality Assurance Plan wil generate minutes and other evidence..	Assistant Dean; Department Chairs; Program Coordinators.	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
II.3 – The EPP will establish or refine sustainable communication and	Communication plan/log; Minutes from advisory meetings; Sample	Quantitative (Log, timeline) and Qualitative (samples) analysis will describe	Dean; Communications Assistant	Progress compiled by Assistant Dean and shared with Administrative Cabinet,

data informed decision-making processes between the EPP, the university, and P-12 partners.	communications/ publications	progress.		Superintendent Advisory Council and the Partner Advisory Council
II.4 – The EPP will refine curriculum and assessment governance processes/policies to ensure the integrity of procedures across the EPP and the validity and reliability of the assessments.	Departmental minutes; Task Force Minutes; Handbooks; Policy	Documentation will evolve as implemented.	Dean; Assistant Dean; Department Chairs. TES Director	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
II.5 – The EPP will clarify and document quality assurance expectations through policy, faculty training and handbooks.	Quality Assurance Plans; Meeting minutes	Handbooks, meetings and orientations will provide support for the Quality Assurance Plan	Assistant Dean; Department Chairs, TES Director	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
II.6 – The EPP will establish policies and expectations for program-specific advisory councils to compliment EPP-wide advisory councils.	Advisory schedules and minutes; Quality Assurance Plan; Policy	Expectations will be evident in the plan and policy; The minutes will capture actual action.	Assistant Dean; Department Chaits; Program Coordinators	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council

Intervention III: Impact on P-12 learning

Objectives	Method of Assessment/ Description of Assessment	Alignment with Objectives	Plan for Monitoring	Analysis
III.1 – The EPP will maintain an active partnership with the state agencies and partnerships charged with developing a state-wide system of reporting EPP impact.	Meeting minutes; E-mail communications; Existence of the process	Best evidence	Dean; TES Director; Assistant Dean	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
III.2 – The EPP will collect teaching standards-based, program-specific employer feedback from local district partners on an annual basis.	Employer Feedback Survey; Survey Results; Minutes from Programs and Advisories	The survey and results evidence the process; Advisory minutes evidence the usage.	Dean; Assistant Dean; Department Chairs, Program Coordinators	Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
III.3 – The EPP will establish a focus group protocol to assess the impact of completers on student learning and to further gauge completer satisfaction.	Agenda of meeting; List of participants; Report; Advisory Minutes	The agenda and invite list evidence the event; Advisory minutes evidence the process.		Progress compiled by Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council
III.4 – The EPP will	Survey; Response rates;	The progress of the	Assistant Dean;	Progress compiled by

increase response rates to EPP-created completer and employer surveys.	Distribution lists; Minutes from Task Force	effort will evidence by the rates of return; Minutes from the Task Force will document action	University Assessment Coordinator;	Assistant Dean and shared with Administrative Cabinet, Superintendent Advisory Council and the Partner Advisory Council

Capacity to Implement and Complete the Plan

The EPP personnel identified to oversee the implementation of the plan are either 12-month employees or faculty who receive a stipend or course release to execute the project in question. EPP leadership is committed to the execution of each element of the plan, but is also keenly aware of the effect of working conditions on the culture of the EPP. Proposed initiatives are adequately resources in terns of personnel. The EPP has a long tradition of support for the professional development of faculty, staff and administration. The pursuit of professional development or training to execute project initiatives is in line with the culture and the resources of the EPP.

Intervention I: The scope of activity within Intervention I encompasses intensive work with policy, procedure and curricular change/innovation. These initiatives are within the purview of the regular work of Department Chairs, the Dean's Office and Teacher Education Services. Objective I.5 is the exception, as the development of a database system is beyond the scope of work of EPP administration. However, monies are set aside for development and the EPP administration is working collaboratively with university IT to accomplish this objective.

Intervention II: The scope of activity within Intervention II is similar in nature to Intervention I in that the deliverables result from normative processes associated with EPP leadership roles. Professional development in best practices are available for leadership and key practices.

Intervention III: The scope of activity within Intervention III is in part within the scope of normative administrative oversight, but also involves personnel and resources across the state. The EPP Impact reporting system is an example of such a project. Objectives such as III.4 may require some external expertise with regard to survey administration.

The EPP proposes three comprehensive Interventions, the objectives of which are within the scope of EPP capacity.