

Improvement	Date of Change	Data Used	Improvements
Yearlong Clinical Practice	Pilot partial : Fall 2016 Full: Fall 2017	TWS /edTPA CPAST Completer surveys Employer Surveys	Triangulated data from valid and reliable assessments along with survey results from completers, alumni and employers indicate the need for increased clinical experiences to increase opportunities for differentiated instruction, assessment, collaboration with P-12 administrators/colleagues/parents, and exposure to diverse student populations. InTASC categories 1-4
Teacher Residency Program	Pilot: Fall 2017	TWS /edTPA CPAST Exit surveys Alumni Surveys Employer Surveys	Triangulated data on valid and reliable assessments along with survey results from completers, alumni and employers indicate the need for increased clinical experiences to increase opportunities for differentiated instruction, assessment, collaboration with P-12 administrators/colleagues/parents, and exposure to diverse student populations. The teacher residency program offers candidates opportunities to utilize skills in paid P-12 positions while they complete unpaid clinical experiences within an assigned school/district. InTASC categories 1-4
edTPA Implementation of Writing Days	Pilot Spring 2016-Spring 2017	edTPA pilot data exit survey data	edTPA and exit survey data revealed the need for support and focused guidance on the completion of the edTPA portfolio. Staff were trained on supports allowed by the proprietor of edTPA. A series of five Writing Days were mandated for candidates in their clinical practice. The days offered opportunities for candidates to learn the requirements of each task of the edTPA with time to write their commentaries. These days proved successful as the EPP has 100% pass rate with the edTPA. InTASC categories 1-4
Praxis II completion support	Ongoing. 2016 the praxis support document was developed	Praxis II Assessment Results	All candidates must pass the Praxis II prior to full time clinical practice. Approximately every two weeks the certification officer receives Praxis II results. She places the results on a database that is shared with the deans, advisors, department chairs, and the director of the university's tutoring center. Supports have been added as a result of the results including; tutoring at the university's free tutoring center, private tutors from specific content paid to work with groups of students from high fail rate contents, a form which lists all supports known to the EPP that is emailed to anyone who does not pass. Category II InTASC: Content Knowledge
edTHENA	Fall 2016	edTPA exit survey data	Data on the pilot phases of edTPA indicated candidate need to improve instruction as videotaped for edTPA. In an effort to expose candidates to videotaping lessons prior to the edTPA semester, faculty in methods courses have used edTHENA. This software allows candidates to reflect upon lessons they videotape to improve instruction. Candidates who use edTHENA provide positive feedback stating it better prepares them, as well as their students, for videotaped lessons. It also helps them reflect on their practice. Category I,II, III, IV InTASC
Inter-professional Research Exhibition	Spring 2017, Spring 2018	edTPA CPAST Early Field	A relative weakness revealed by data indicated the need for candidate opportunities for research. Research based pedagogy and practice is assessed through multiple measures. The Interprofessional Research Exhibition provided candidates an opportunity to discuss their research and it's relationship to practice using poster presentations. INTASC categories 3 and 4.
Adoption of Candidate Preservice Assessment of	Fall 2017	Former Clinical Practice summative evaluation	The data provided by the former clinical practice summative evaluation was not valid or reliable. It was also not aligned to the CAEP or revised InTASC/NJPST. The Curriculum and Instruction Department Chair and Assistant Dean attended the 2017 AACTE National Meeting and discovered the instrument.

Student Teaching (CPAST)			They presented the instrument to the Deans at the weekly Dean’s meeting, each appropriate department at department meetings and faculty meetings, the University Teacher Education Advisory Council, University based Clinical Educator Training, Mentor Teacher Academy, Dean’s Educational Leadership Council, School Partnership Committee, and Professional Development Schools committee. It was adopted in the Spring of 2017 for full implementation Fall 2017.
--------------------------	--	--	--

PROGRAM LEVEL IMPROVEMENTS			
SPA	Date of Change	Data Used	Improvements
Elementary-ACEI	Spring 2014 Fall 2018	Alumni surveys Employer Surveys edTPA CPAST	<p>As of spring 2014, the education faculty and the content area faculty began working more closely together to ensure that our candidates are adequately prepared in terms of content knowledge needed to apply not only the ACEI standards, but also the Common Core standards in their teaching. The UTEAC (University Teacher Education Advisory Committee) faculty in target content areas are regularly meeting with SOE faculty to address ongoing content topics that need to be addressed and enhanced. Examination of the number of completers in the program and the attempts at PRAXIS passing is of interest and importance for each content area. This shared information is relayed to faculty in various content departments across the university.</p> <p>A second significant change implemented for all elementary education students based on data is the creation of two required special education courses (#) intended to provide more exposure to special education needs in respect to differentiated instruction, special education pedagogical strategies, inclusion and special education law. These courses are in direct response to alumni/and employer surveys, along with scores on edTPA and CPAST on items related to differentiated instruction, meeting the needs of students receiving special education services, These two courses have been approved by the university and will begin in the Fall 2018.</p>
CEC	2014-2015 SY	SPA Assessment #1	Assessment #1 on the CEC SPA is a comprehensive exam in which the candidates must respond to questions based on knowledge of learner development and individual differences, curricular knowledge, and professional learning and practice. Thus far, only three candidates scored in the "not met" range for the CEC Standards associated with this assessment. As we seek to continually improve our program and candidate performance, faculty decided to add case study analyses to a few courses to improve candidates' overall content knowledge.
P-3 NAEYC	Fall 2016	Praxis II	When we disaggregated Praxis II data, we have found that some students were not performing as well as we would have like on the Literacy portion of the exam. When we compared data from prior cohorts, we noticed that the change in scores occurred when ets.org reconfigured the exam in September of 2015 from Praxis# 0022 to Praxis# 5025. Consequently, we are examining each sub-set of the literacy section to determine our program's strengths and weaknesses. We are also examining the content of our current literacy course, EDL 325 to ensure that it is meeting the needs of our pupils. We also want to make sure that the course is comprehensive. The course was originally designed to focus on Oral Language from

			birth to K. However, we added subtest items such as literature and informational text, which also appears on the test. In addition, in order to strengthen the program's overall support of standard #1c, faculty met to brainstorm methods in which we might infuse more methodology into our program that deals with infant and toddler care. Therefore, our unit has included research into infant brain research into our syllabi. To bridge theory into practice, we will be making site visits to the Early Head Start center in Red Bank, NJ.
Math: NCTM	2016-2017	Praxis Assessment 6: Math History Content Project Assessment 7: Math Content Portfolio: Transformations in Geometry.	A general need was perceived to alter math content after the NCTM 2012 standards became available, especially in terms of Math History and Geometry. Candidates now take both of these courses as required courses whereas previously they were electives (Geometry) or not offered (Math History). We believe we are seeing an improvement in content knowledge in these areas. Assessment 6 and 7 deal with Math History (Assessment 6) and Geometry (Assessment 7) because of perceived candidate need in these areas. Candidate need in Geometry is consistent with New Jersey results on the PARCC test. Geometry was the only area, from among grade 3 - 8 math as well as Algebra, Geometry, etc., where New Jersey scored below the national average. Many candidates as Monmouth University come from outside New Jersey, but a plurality are from in-state, which makes such analysis relevant. Communication with math department professors who teach MA 317, Geometry has been important for our program, and we believe we are beginning to see an improvement in candidate knowledge in this area. Improvements in Math History are strong, with candidates in previous years knowing little about this topic - which is highly relevant to mathematics education - now taking an entire semester's course, MA 325 Math History, and good communication between the education department and professors teaching Math History. Additionally, although our Praxis pass rate is 100%, we can make further improvements. In order to improve on the Praxis II, we will focus on seeing candidates pass without the necessity to re-take the Praxis. Currently, several candidates passed after taking the test only once, and many, but not all, passed by the second attempt.
Science-NSTA	Fall 2017	edTPA	Science methods courses have been revised to include a pre-edTPA assessment. Candidates complete a sample edTPA portfolio during their methods courses to address areas of concern from previous semesters on the edTPA. The rubrics in which candidates score low in change slightly each semester but are all generally in Task 3: Assessment.
Social Studies: NCSS	Fall 2017	edTPA	Social Studies methods courses have been modified to include a pre-edTPA assessment. Candidates complete a sample edTPA portfolio during their methods courses to address areas of concern from previous semesters on the edTPA. The rubrics in which candidates score low in change slightly each semester but are all generally in Task 3: Assessment.
English: NCTE	Fall 2017	edTPA	English methods courses have been updated to address the areas of relative need on edTPA. Those areas include rubrics on the assessment task which are relatively lower for MU candidates, but also nationally. A pre-edTPA assessment has been added to provide candidates with an opportunity to practice assessment rubric skills prior to the assessment being consequential

OTHER EPP IMPROVEMENTS			
Creation and Adoption of the High Leverage Teaching Practice Proficiency Rubrics (for early field)	Spring 2018	CPAST fall 2017 data edTPA exit survey data	With the implementation of yearlong clinical practice, a valid and reliable assessment was needed for the first semester (100 hours) immediately preceding full time clinical practice. The HLTPP rubrics were created with 1:1 alignment with the InTASC and NJPST standards. Stakeholder feedback was given and it was adopted for implementation the Spring of 2018. The EPP realized the simple checklist for early clinical experience semesters was not adequate. This filled a large hole the EPP believed needed work. The assessment was tested for validity and reliability and the EPP will continue to use the assessment to collect data on the 100 hour clinical practice prior to the full time clinical practice semester.
Alumni Survey Revision	Fall 2017	Former Alumni Survey	The former alumni survey and protocol was inefficient and not directly aligned to the InTASC and NJPST standards. The survey was revised with 1:1 alignment with both standards, which allowed for the data to be easily disaggregated by InTASC category. This data, along with the exit survey and employer survey data provides coherence on the measure of graduate preparedness in respect to the four InTASC categories.
Exit Survey Revision	Spring 2017	Former Exit Survey	Data gleaned from the previous exit survey was not directly aligned to the InTASC and NJPST standards. The survey was revised with 1:1 alignment with both standards which allowed the data to easily be disaggregated by InTASC category. This data, along with the alumni survey and employer survey data provides coherence on the measure of graduate preparedness in respect to the four InTASC categories.
Employer Survey Revision	Fall 2017	Former Employer Survey	With the input from partnership administration, the employer survey was revised to directly align with InTASC and NJPST making the survey more concise and helpful in contributing to improvement. The survey was revised with 1:1 alignment to InTASC and NJPST standards, allowing data to be disaggregated by InTASC category. This data, along with the exit survey and alumni survey data provides coherence on the measure of graduate preparedness in respect to the four InTASC categories.
Developmental Curriculum	Pilot Spring 2016 and Fall 2016	edTPA CPAST	The developmental curriculum provides a continuum of activities and behaviors expected of candidates throughout their clinical experience. The continuum is based on the InTASC standards and provide candidates and clinical educators with a roadmap of indicators at varying developmental levels. The developmental curriculum addresses InTASC categories 1-4.