

TIER 3 Continuous Improvement Questions for INITIAL Programs

1. Provide a summary of findings based on responses to locally determined surveys, aligned to the SEPs, completed by graduates of this program after one year of teaching experience. Analysis must include program strengths, areas for improvement, and response rates.
2. Provide a summary of findings based on responses to locally determined surveys of school administrators employing program completers at the end of their first year of classroom teaching. Analysis must include program strengths, areas for improvement, and response rates from surveys which are aligned to identified SEPs.
3. Describe the ways in which aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, survey data, performance assessments, and others required by the unit and/or program. Include findings of program strengths and areas for improvement.
4. Identify the constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content area, faculty with content expertise, and unit faculty that collaborate with program faculty in the regular and systematic evaluation of this program. Provide a description of their role.
5. Provide a summary of progress made toward the goals and plans reported in the previous PERCA cycle. If the program has a status of Approved with a Continuous Improvement Focus the summary must explicitly address progress within the identified area(s).
6. Describe how the program has used data reported in the items above to further develop continuous improvement plans and to set goals for the next two years.

TIER 3 Continuous Improvement Questions for ENDORSEMENT or ADD-ON PROGRAMS

7. Provide a summary of findings based on data from candidate performance evaluations aligned to the SEPS conducted by cooperating teachers. Analysis must include program strengths, areas for improvement, and response rates.
8. Describe the ways in which aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, performance assessments, and others required by the unit and/or program. Include findings of program strengths and areas for improvement.
9. Identify the constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content area, faculty with content expertise, and unit faculty that collaborate with program faculty in the regular and systematic evaluation of this program. Provide a description of their role.
10. Provide a summary of progress made toward the goals and plans reported in the previous PERCA cycle. If the program has a status of Approved with a Continuous Improvement Focus the summary must explicitly address progress within the identified area(s).
11. Describe how the program has used data and information reported in the items above to further develop continuous improvement plans and to set goals for the next two years.