

## Program Narrative: Questions for Initial Licensure Areas

### General Guidance:

- A. In rule, “Unit” refers to the Teacher Preparation Program and “Program” refers to the specific licensure areas. Note that in the questions in the program narrative, program = the specific licensure area of this application.
- B. Questions 1-5 specifically ask about data, feedback, and analysis in targeted areas. Question 6 is meant to represent the goals that flow from concerns/areas of improvement that are raised from surveys (questions 1 and 2), program data (question 3), advisory group (question 4), and progress on prior goals (question 5).
- C. All questions should be answered for the specific licensure area application (“program” means the specific licensure area). If the number of candidates is low:
  - Note the low *n* in your response.
  - Attempt to combine data over multiple years – report the aggregated data.
  - Attempt to combine similar licensure areas – report the aggregated data.
  - If answers/goals will be similar across program narratives, explain why. (i.e. “Our data indicated that many programs struggled with classroom management standards in their key assessments and on edTPA scores, so we have developed a unit-wide goal...”)
- D. Answers should be succinct summaries.
- E. Answers should include program specific, aggregated data (no data from other programs should be included in this report).

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 **specific** response rates, **including plans to improve rates**. (max 8000 characters)

(8705.2200 Subp C1 & 2)

#### **Address:**

- **Alignment to SEPs**
- **Response rates by specific program (if low, describe the plan to improve rates)**
- **Strengths noted, specific to this licensure area.**
- **Areas of improvement noted, specific to this licensure area**

2. Provide a summary of findings based on responses to locally determined surveys, **aligned to the SEPs**, school administrators employing program completers at the end of their first year of classroom teaching. Analysis must include program strengths, areas for improvement, and **specific** response rates, **including plans to improve rates**. (max 8000 characters)

(8705.2200 Subp C1 & 2)

#### **Address:**

- **Alignment to SEPs**
- **Response rates by specific program (if low, describe the plan to improve rates)**
- **Strengths noted, specific to this licensure area.**
- **Areas of improvement noted, specific to this licensure area**

**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. **Identify** program strengths and areas for improvement **based on the program-specific internal and external assessments**. (Note: Make sure to include specific aggregated data points **to illustrate and explain identified** program strengths and areas of improvement. (max 8000 characters)

(8705.2200. Subp.2.C.6)

**Address:**

- ***The ways regular analysis of assessment data occurs.***
- ***Summary of key assessment data – use specific data points only when illustrating a strength or area of improvement. (i.e. “On standard 3.e.i, we noticed students have steadily improved from 3.2 to 3.5 average score in the last two years. We think this strength is due to....”)***
- ***Discuss any low MTLE passing rates – use data from “Testing” screen in EPPAS, and supplement as needed.***
- ***Discuss any low edTPA threshold rates (by specific licensure area) – use data from “edTPA” screen in EPPAS, and supplement as needed. (in 2016, the institution will need to compile their edTPA results and directly address this as the data will not be in EPPAS yet)***
- ***Identify how areas of improvement and strengths are directly correlated with one or more of the licensure area-specific assessments.***

**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, **their evaluation process, and a summary of the most recent feedback provided on this program**. (max 8000 characters)

(8705.2200 sub 2.C.7)

**Address:**

- ***The specific group and their roles. (may note answer from previous year)***
- ***Licensure-specific members. (may note answer from previous year)***
- ***That the group looks at program data.***
- ***What feedback the group has given for this specific licensure area.***

**5.** Provide a summary of progress made toward the goals and plans reported in the previous PERCA cycle. If the program has an **approval** status of Approved with a Continuous Improvement Focus **established by the board**, the summary must **additionally and** explicitly address progress within the identified area(s). (Note: Use data to support stated progress on goals identified in question six from the previous PERCA report.) (max 8000 characters)

**Address:**

- ***(not required for reports expiring 2016 and 2017)***
- ***Next reporting years (expiring 2018 and 2019):***
  - ***Continuous Improvement Focus identified by the Program Review Panel, if applicable.***
  - ***Specific action taken and specific progress (or lack of) on prior year goals.***

**6.** Based on the data and feedback reported in **questions 1-5**, identify the program specific goals for the next two years. (Note: Make sure to clearly articulate new and/or continuing improvement goals.) (max 8000 characters)

(8705.2200 Subp 2.C. 6 & 7)

**Address:**

- **How questions 1-5 have informed these goals.**
- **At least one goal that is licensure area specific.**
- **Succinct and clear goals.**

## **Program Narrative: Questions for Endorsements**

1. 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 **specific response rates, including plans to improve rates.** (max 8000 characters)

(8705.2200 Subp C1 & 2)

**Address:**

- **Alignment to SEPs**
- **Response rates by specific program (if low, describe the plan to improve rates)**
- **Strengths noted, specific to this licensure area.**
- **Areas of improvement noted, specific to this licensure area**

2. Same as Question 3 for Initial Licensure Areas.

3. Same as Question 4 for Initial Licensure Areas.

4. Same as Question 5 for Initial Licensure Areas.

5. Same as Question 6 for Initial Licensure Areas.