2.4.h Revised Standard 2 - Movement Toward Target

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| Plans & Timelines for Sustaining Standard 2 at Target Level |
| Action to be taken | Timeline |
| 1 | Degree programs in COE/unit review program assessment data for program improvements and recommendations for action (WEAVE) | Annually |
| 2 | Dept. of Teaching and Learning discusses with partner colleges in Spring of each year recommendations for program improvements based on student and program data (WEAVE) | Annually |
| 3 |  Conduct follow-up conversations with colleagues in the secondary Social Studies degree program to revise identified HIST courses that need to be submitted for curriculum review process to begin Fall 2014. | Summer/Fall 2014 |
| 4 |  Continue to seek program advisory councils feedback on aspects of assessment, clinical experiences, candidate performance and collaboration to enhance programs | Annually |
| 5 | Assessment Coordinator for the Unit and the Assessment Committee review comprehensive data on program quality, unit operations and candidate performance for all programs, and make recommendations for action | Annually |
| 6 | Continue to seek feedback from field placement sites and update clinical field experience sites based on established field site agreements | Annually |
| 7 | Revise course prerequisites in EDUC 490 (final methods course for secondary majors) to reflect  | Summer/Fall 2014 |
| 8 | Meet with Biological Sciences colleagues to identify next steps in addressing passage concerns with the Middle School Science content PRAXIS  | Fall 2014 |
| 9 | Individually work with department liaisons with secondary programs in the Unit to review curriculum sheets  | Summer/Fall 2014 |
| 10 | Submit course revisions for curriculum review process resulting in catalogue changes  | Fall 2014 |
| 11 | Prepare preliminary plan for updating assessment technology in having a robust technologically, efficient assessment system  | AY 2015- 2016 |
| 12 |  Utilize Data Dashboard from the LA Board of Regents to collaborate with school districts for following graduates into the first years of their teaching performance as program completers | AY 2014-2015 |
| 13 | Monitor implementation of new Ed.D. program Standards, Student Learning Objectives, Measurements, and Rubrics to determine reliability and validity and to improve program quality. | Semi-annually |
| 14 | Review rubric data submitted by all committee members who sit on doctoral prospectus, proposal, and dissertation defenses to assess whether students have been adequately prepared for the dissertation process. | Annually |
| 15 | Develop exit surveys to insert into the capstone portals in PASSPORT for completion by students graduating from the M.Ed and Ed.D. programs. | AY 2015-2016 |
| 16 | Create and convene Program Advisory Committees for the M.Ed. and Ed.D. programs for the purpose on increasing external stakeholder feedback. | AY 2015-2016 |
| 17 | Track admissions data for applicants who are accepted into the Ed.D. program to determine if they are adequate indicators of student readiness for doctoral studies. | Annually |
| 18 | Institute required documentation of field experiences in the Ed.D. program portals in PassPort. | AY 2015-2016 |
| 19 | Perform trend analysis of data collected from the School Leader Licensure Assessment (SLLA) exam to determine if there are trends that indicate additional changes needed in the program for better alignment to professional standards. | Annually |
| 20 | Implement instrument to measure student dispositions in the M.Ed. and Ed.D programs. | AY 2014-2016 |