

Fort Hays State University Selected Improvement Plan Prepared for Submission to CAEP

June, 2016

Table 2.1. Baseline Data and Projected Changes

Objectives	Baseline	Year 1	Year 2-6	Year 7 Goal
A.1 Operationalize a partnership model that is meaningful for each setting	Current MOA does not meet all aspects of standard 2.	Definition of a partnership	Refinement of the partnership document to reflect each type of partnership	Consistent operational definition of a partnership
A.2 Establish mutually beneficial goals	Current MOA does not detail specific goals	Set of specific goals identified for each type of partnership model	Refinement of goals and revision for each type of partnership	Consistent set of goals for all partnership models
A.3 Signed active partnerships	No signed partnerships other than for student teaching or early field experience	Minimum of one school from the local area has a signed partnership	4 additional local districts sign for a local partnership; 10 rural distant district signs for a technology based partnership; 1 urban district signs for a hybrid partnership	Active partnerships with 5 local districts, 10 rural districts, and 1 urban
B.1 Clinical guidelines redesigned for cooperating teachers, students, and supervisors that reflect professional needs of each group	Review of current guidelines and MOAs to identify weaknesses from the EPP perspective and limited input from district de facto partners	Survey current cooperating teachers, candidates, and university supervisors on adequacy guidelines on preparing candidates for expectations of the cooperating teachers, students, and university supervisors	Pilot guidelines and collect survey data on perceived effectiveness	Implementation of findings from the survey data with final documents

B.2 Development/Revision of formative assessment tools that reflect the wisdom of practice of the clinical partners such as the cooperating teacher, field experience teacher, and supervisors	No instrument at the current time	Survey current cooperating teachers, students, and university supervisors on adequacy guidelines on preparing candidates for expectations of the cooperating teachers, students, and university supervisors	Pilot formative assessment tool; check quality against CAEP instrument review guidelines	Quality document meeting guidelines and utilized in all partnerships
B.3 Development/Revision of selection criteria for field experience and student teaching cooperative teachers and clinical supervisors to assure quality of the experience	No instrument at the current time	Survey current cooperating teachers, candidates, and university supervisors on adequacy guidelines on selecting cooperating teachers, candidates, and university supervisors	Pilot formative assessment tool; check quality against CAEP instrument review guidelines	Quality document meeting guidelines and utilized in all partnerships
C.1 Increase scores on KPTP	Baseline score data from the evidence of KPTP	Awareness of areas that should be targeted based on sub-scales. No increase expected this year.	Target 1% increase each year in each specialty licensure area.	Overall cohort 5% increase in each specialty licensure area.
C.2 Increase scores on KEEP	Baseline score data from the evidence of KEEP	Awareness of areas that should be targeted based on sub-scales. No increase expected this year.	Target 1% increase each year in each specialty licensure area.	Overall cohort 5% increase in each specialty licensure area.
C.3 Diversified field experiences at all levels	Diversity Report card is currently under development	Deploy report card to obtain baseline information	Set growth score from baseline and continue to collect data to reach a statistically significant group by specialty licensure area.	Analyze data to determine if there is a trend of improved group performance disaggregated by specialty licensure area.

C.4 Increase scores on the PLT sub-scale	Baseline score data for each sub-scale in evidence table	Awareness of sub-scale to be used to target instruction. No increase expected this year.	Target 1% increase each year in each specialty licensure area	Overall cohort a 5% increase in each specialty licensure area
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D.1 Increase scores on teacher evaluation during first two years out of the program by our completers	Currently only a pilot study has been conducted on these measures.	Baseline data collected from targeted partner schools.	Set growth score from baseline and continue to collect data to reach a statistically significant group by specialty licensure area	Analyze data to determine if there is a trend of improved group performance disaggregated by specialty licensure area
D.2 Improved interpretation and utilization of student measures by our completers	Currently, only a pilot study has been conducted on this measure.	Baseline data collected from targeted partner schools.	Set growth score from baseline and continue to collect data to reach a statistically significant group by specialty licensure area	Analyze data to determine if there is a trend of improved group performance disaggregated by specialty licensure area
D.3 Improved student perception of the classroom based on the student classroom survey data	USD 489 is preparing for use of a KSDE approved student environment survey, which has not yet been implemented. AY 16-17 will be year zero.	Baseline data collected from targeted partner schools.	Set growth score from baseline and continue to collect data to reach a statistically significant group by specialty licensure area	Analyze data to determine if there is a trend of improved group performance disaggregated by specialty licensure area