

# EdD CIP Report

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2020-

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to recognize various leadership and organizational approaches utilized by educational leaders and organizations and the theoretical foundations of those approaches

**INDICATORS:** 1. Project presentation demonstrating understanding of a leader’s role, style, philosophy, activities, strategies, and approach to leadership assessed by grade on project [350 points] in EG 7103 Leadership Theory & Practice  
2. Project presentation detailing an organization’s history structure, challenges, issues and dynamics, cultural and environmental circumstances, leadership strategies being employed, and recommendations for the organization assessed by grade on project [300 points] in EG 7133 Organizational Theory & Practice

**PRESENT LEVEL OF PERFORMANCE:** 2020 performance serves as baseline. Grade of 90%

**GOAL:** 100% of students will score maximum number of points on project presentations in EG 7103 Leadership Theory & Practice (max 350 points) and EG 7133 Organizational Theory & Practice (max 300 points).

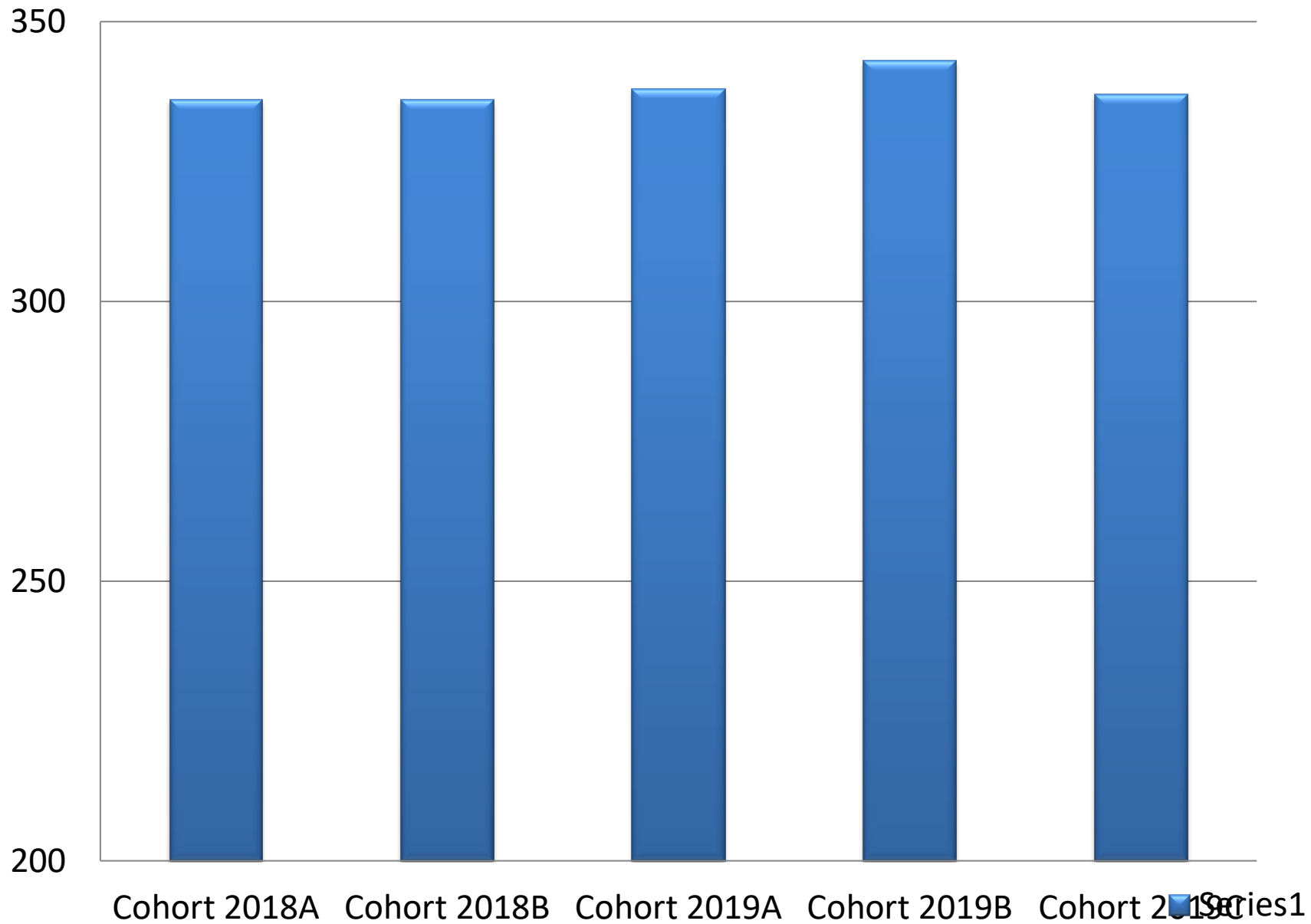
**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Hoggatt, Hebert, Mofield, Nikolaus, Sanders, Wiemers, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty analyzed the 7133 Project Presentations at the end of the semester and were pleased that both cohorts earned scores of 90% or greater on average.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time. However, faculty will determine if changes are needed for remote instruction and assignment requirements due to COVID-19.</p>	Internal and External	<ol style="list-style-type: none"> <li>1. Project presentation assessed by grade [350 points] in EG 7103</li> <li>2. Project presentation assessed by grade [300 points] in EG 7133</li> </ol>	Budget	Ongoing at this time	<ol style="list-style-type: none"> <li>1. Points on project presentation in EG 7103</li> <li>2. Points on project presentation in EG 7133 Students continue to earn high scores on this key assignment. We anticipate that students will continue to perform strongly.</li> </ol>
Fall 2020	<p><b><u>Analysis:</u></b> EG 7133 was not taught this term. Three sections of EG 7103 were taught. In all sections, the mean score on the key assignment was above 90%, meeting expectations.</p>					Students continue to earn high scores on this key assignment. We anticipate that students will continue to perform strongly.



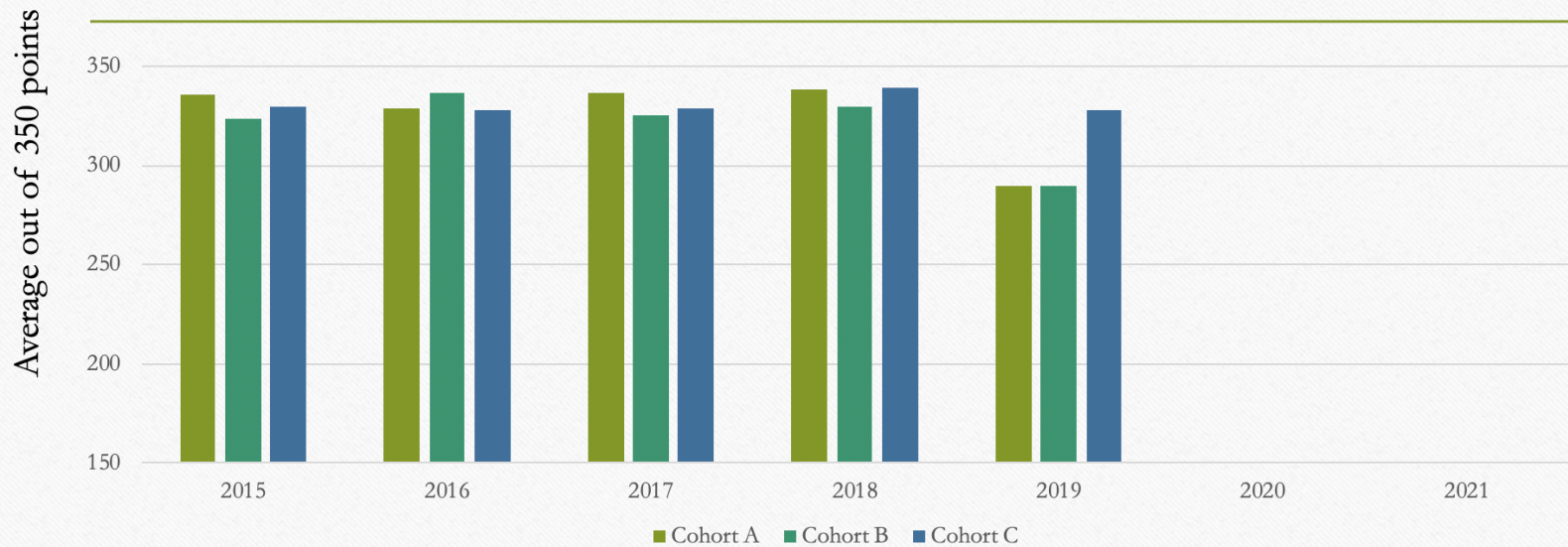
	<b><u>Recommendation:</u></b> No changes planned at this time.					
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## EG 7103 Leadership Theory & Practice Project Presentation Score



# EG 7133: Organizational Theory & Practice

## Project Presentation Score



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Develop and assess a change management plan for an organization

**INDICATORS:** Organizational assessment paper and presentation assessed with grade on assignment [350 points] in EG 7203 Change Management

**PRESENT LEVEL OF PERFORMANCE:** 2020 performance serves as baseline. 96% mean score.

**GOAL:** 100% of students will score maximum number of points (350) on organizational assessment paper and presentation in EG 7203 Change Management. Beginning in Summer 2018, the program changed course requirements. Now, students enroll in EG 7223, Entrepreneurship in Education and complete a similar paper.

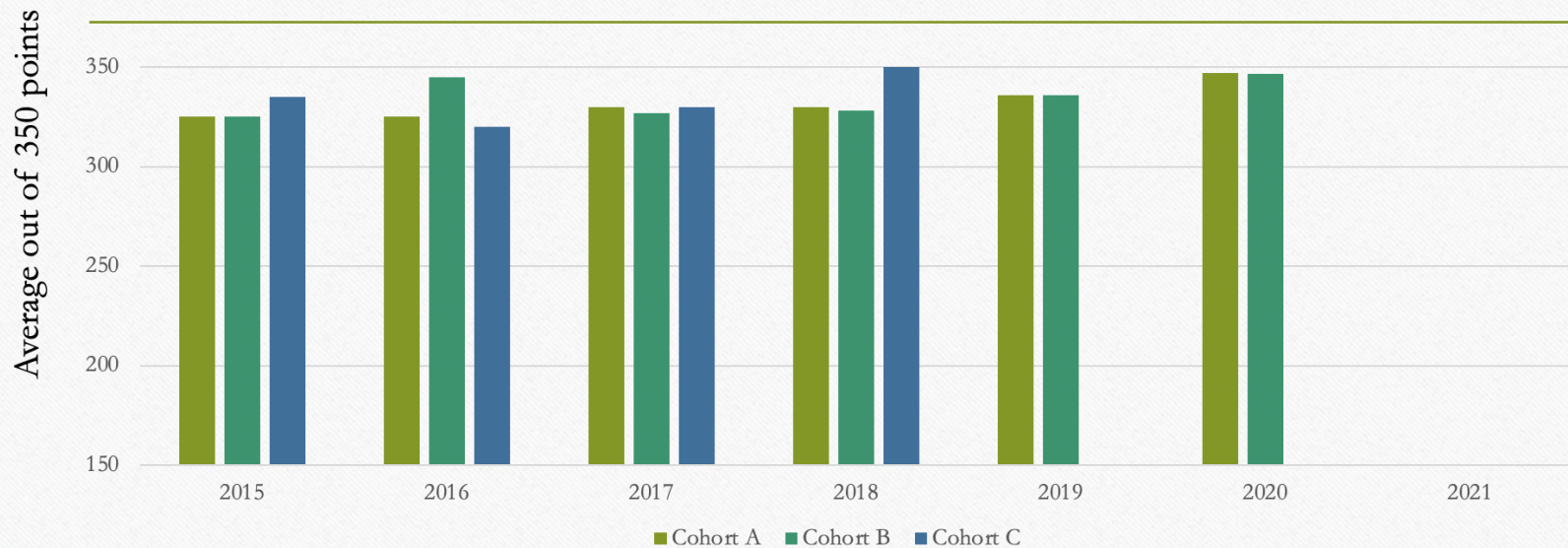
**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Garcia, Hebert, Hoggatt, Nikolaus, Sanders, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Doctoral faculty met at the end of the term and observed that candidates earned mean scores of 96% on the key assignment.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>	Internal and External	Grade on organizational assessment paper and presentation [350 points] in EG 7203 Change Management	Budget	Ongoing at this time	Students' scores are 90% or greater on the key assignment. Students have not yet met goal of 100% proficiency. We anticipate an increase in students' scores.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty evaluated key assignment data at the end of the term and observed no significant changes in student performance. Candidates continue to earn strong scores.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Students' scores are 90% or greater on the key assignment. Students have not yet met goal of 100% proficiency. We anticipate an increase in students' scores.
Spring 2021	<p><b><u>Analysis:</u></b> Student scores on the key assignment grew in</p>					Students' scores are 90% or greater on the key assignment.



	<p>both cohorts to 346/350 (desired trend. Candidates continue to perform strongly on the key assignment.</p> <p><b><u>Recommendation:</u></b> No planned changes at this time.</p>					<p>Students have not yet met goal of 100% proficiency. We anticipate an increase in students' scores.</p>
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## EG 7203: Change Management Organization Assessment Score



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

1. **OPPORTUNITY FOR IMPROVEMENT:** Create an organizational strategic plan that includes:
1. SWOT (Strengths, Weaknesses, Opportunities, & Threats) analysis
  2. Vision, mission, and values statements
  3. Strategic plan goals
  4. Overview of implementation strategies

**INDICATORS:** Organizational strategic plan, paper, and presentation assessed by grade on assignment [100 points] in EG 7233 Strategic Planning and Assessment

**PRESENT LEVEL OF PERFORMANCE:** 2013 performance serves as a baseline.

**GOAL:** 100% of students will score maximum number of points [100] on strategic plan, paper, and presentation in EG 7233 Strategic Planning and Assessment.

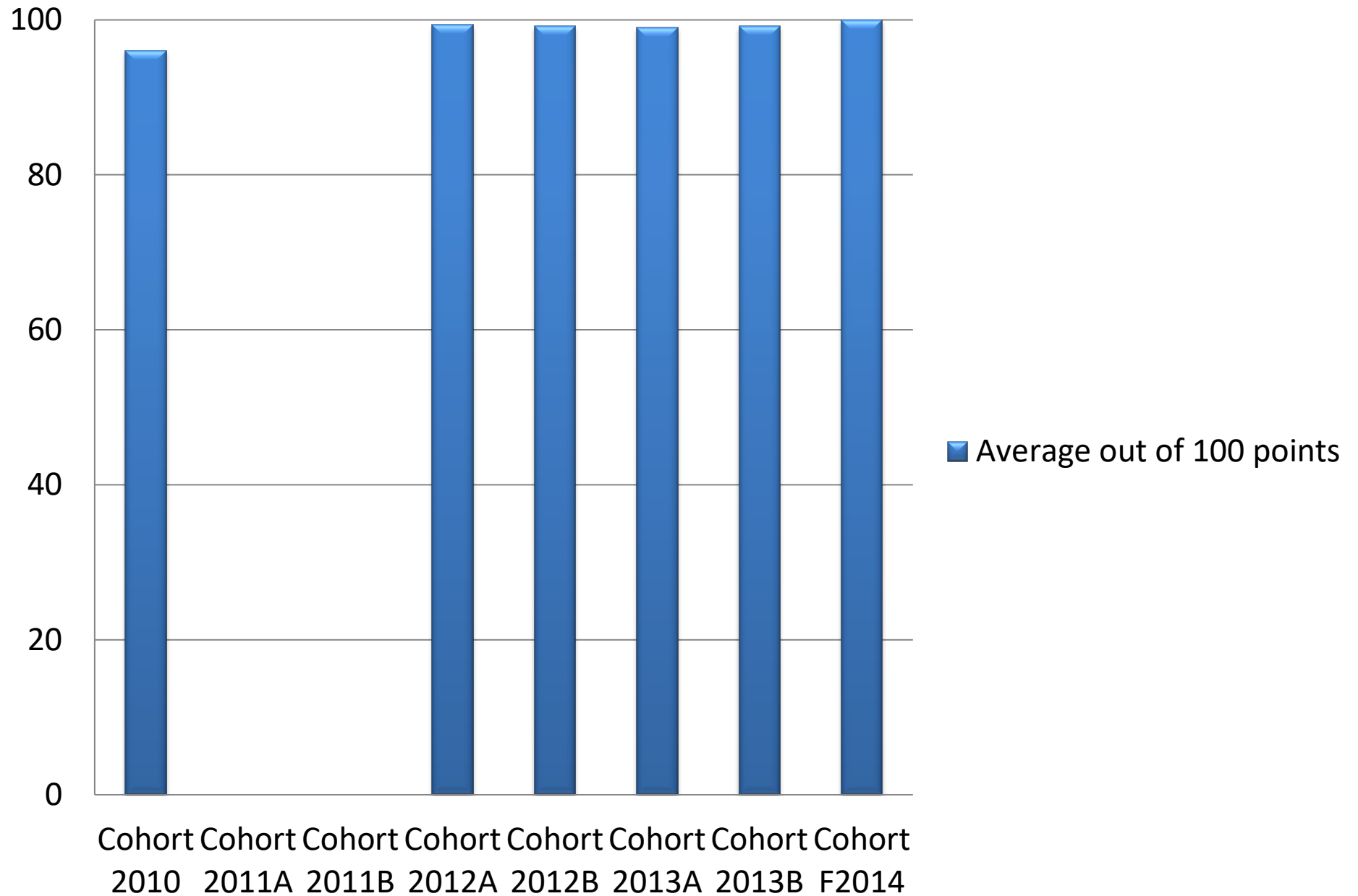
**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Hoggatt, Hebert, Mofield, Nikolaus, Sanders, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2013	Continue to monitor achievement Outcome data is positive, as expected from a selective doctoral program. Further data will be helpful to establish trends.	Internal and External	Grade on strategic plan, paper, and presentation [100 points] in EG 7233 Strategic Planning and Assessment	Budget	Ongoing at this time	Points on plan, paper, and presentation in EG 7233; we anticipate an increase in scores
Summer 2014	Annual collaborative syllabus evaluation by Ed.D. faculty Faculty continue to evaluate student group work and collaborative efforts.  <u>Recommendation:</u> Current methods support student success; no changes planned at this time.					Students' scores are 90% or greater on the key assignment. Students have not yet met goal of 100% proficiency. We anticipate an increase in students' scores.
Fall 2014	Faculty met at the end of the semester to evaluate student performance. Students continue to excel and earn all points on this assignment.					Students' scores are 90% or greater on the key assignment. Students have not yet met goal of 100%

	<u>Recommendations:</u> No changes planned at this time.					proficiency. We anticipate an increase in students' scores.
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## EG 7233 Strategic Planning & Assessment

### Organizational Strategic Plan Score





**LIPSCOMB UNIVERSITY  
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**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Create a policy brief utilizing international educational practices to suggest policy and practice in the U.S.

**INDICATORS:** Policy brief assessed by grade on assignment [100 points] in EG 7163 Studies in Comparative and International Education

**PRESENT LEVEL OF PERFORMANCE:** Fall 2013 performance serves as baseline.

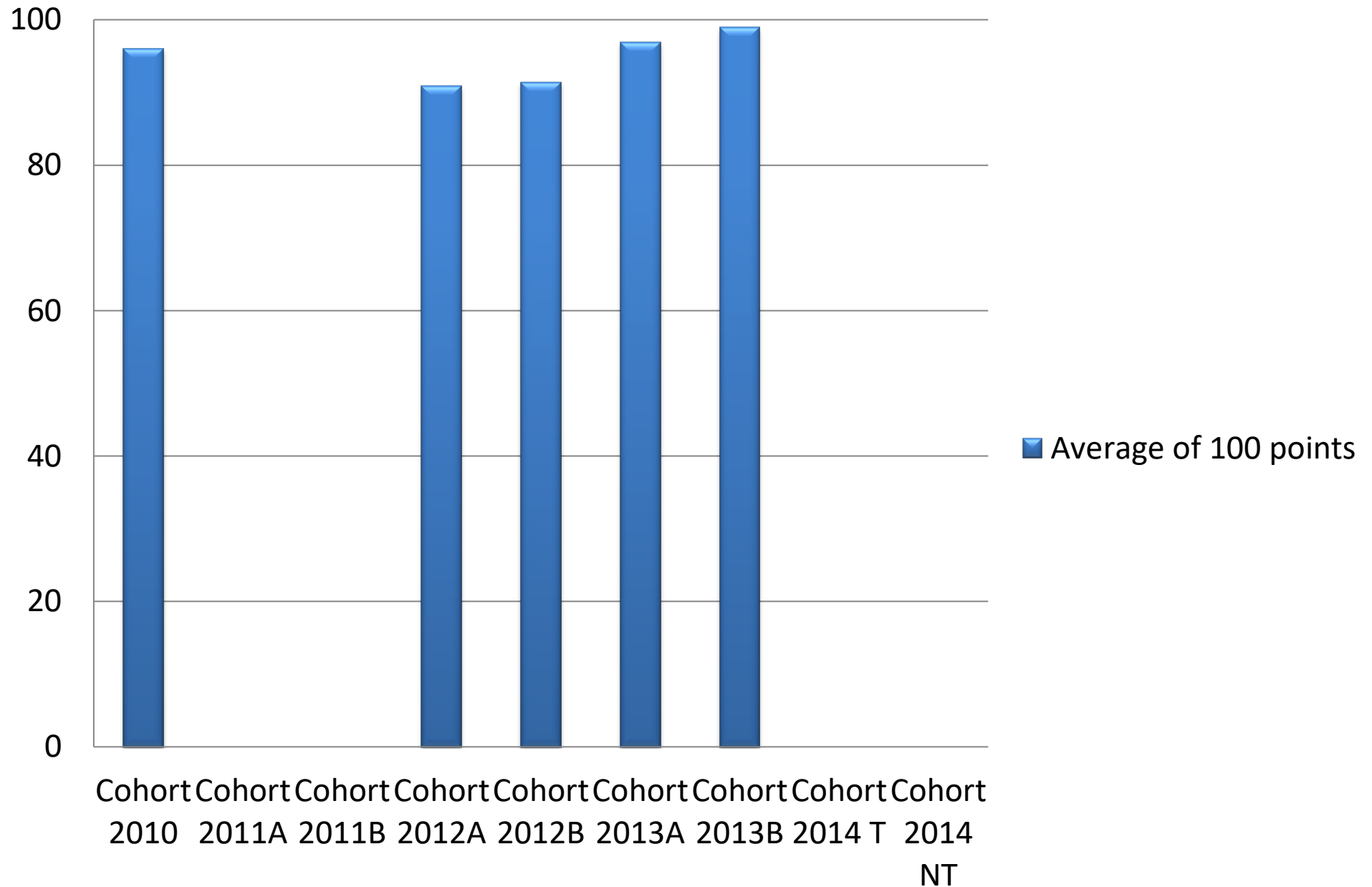
**GOAL:** 100% of students will score maximum number of points [100] on policy brief in EG 7163 Studies in Comparative and International Education

**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Hoggatt, Hebert, Mofield, Nikolaus, Sanders, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2013	Annual review of assessment strategies to gain more accurate insight into students' achievement of learning outcomes Monitor performance indicators Continue to evaluate student writing samples	Internal and External	Grade on policy brief [100 points] in EG 7163 Studies in Comparative and International Education	Budget	Ongoing at this time	Points on policy brief in EG 7163; we anticipate an increase in scores.
Summer 2015	2014 Travel and Non-travel groups  Annual review of assessment strategies to gain more accurate insight into students' achievement of learning outcomes Monitor performance indicators Continue to evaluate student writing samples  <u>Recommendation:</u> Current methods support student success; no changes planned at this time.					Students' scores are 90% or greater on the key assignment, and scores are moving in the desired direction. Students have not yet met goal of 100% proficiency. We anticipate an increase in students' scores.

# EG 7163 Comparative & International Education

## Policy Brief Score



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Articulate personal ethics and values toward educational leadership

**INDICATORS:** My Ethical Philosophy paper assessed by grade on assignment [150 points] in EG 7253 Ethical Behavior in Education

**PRESENT LEVEL OF PERFORMANCE:** 2020 performance serves as baseline.

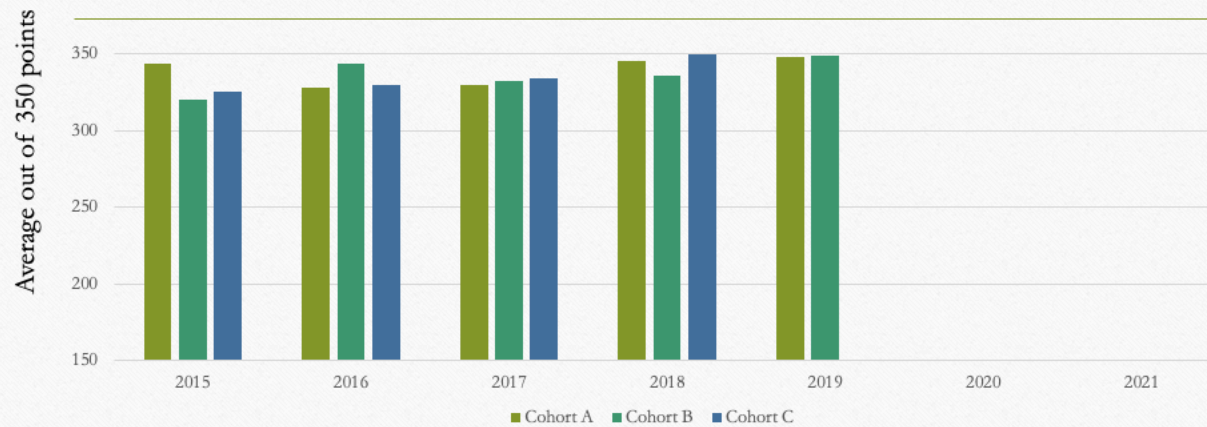
**GOAL:** 100% of students will score maximum number of points [150] on ethical philosophy paper in EG 7253 Ethical Behavior in Education

**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Hoggatt, Hebert, Mofield, Nikolaus, Sanders, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2020	<u><b>Analysis:</b></u> Faculty evaluated key assignment data at the end of the term and observed that candidate key assignment scores increased this semester.  <u><b>Recommendation:</b></u> No changes planned at this time.	Internal and External	Grade on ethical philosophy paper [150 points] in EG 7253 Ethical Behavior in Education	Budget	Ongoing at this time	Points on ethical philosophy paper in EG 7253. Candidate scores increased slightly on the key assignment. We anticipate continued success for candidates.

## EG 7253: Ethical Behavior in Education

### Ethical Philosophy Score



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Doctor of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Successfully engage in a full-length collaborative research project focused on a real research need for an educational organization

**INDICATORS:** Capstone Project: Research and associated manuscript assessed by Pass/Fail [%] in Capstone Research EG 8013, 8023, & 8033

**PRESENT LEVEL OF PERFORMANCE:** Fall 2013 performance serves as baseline.

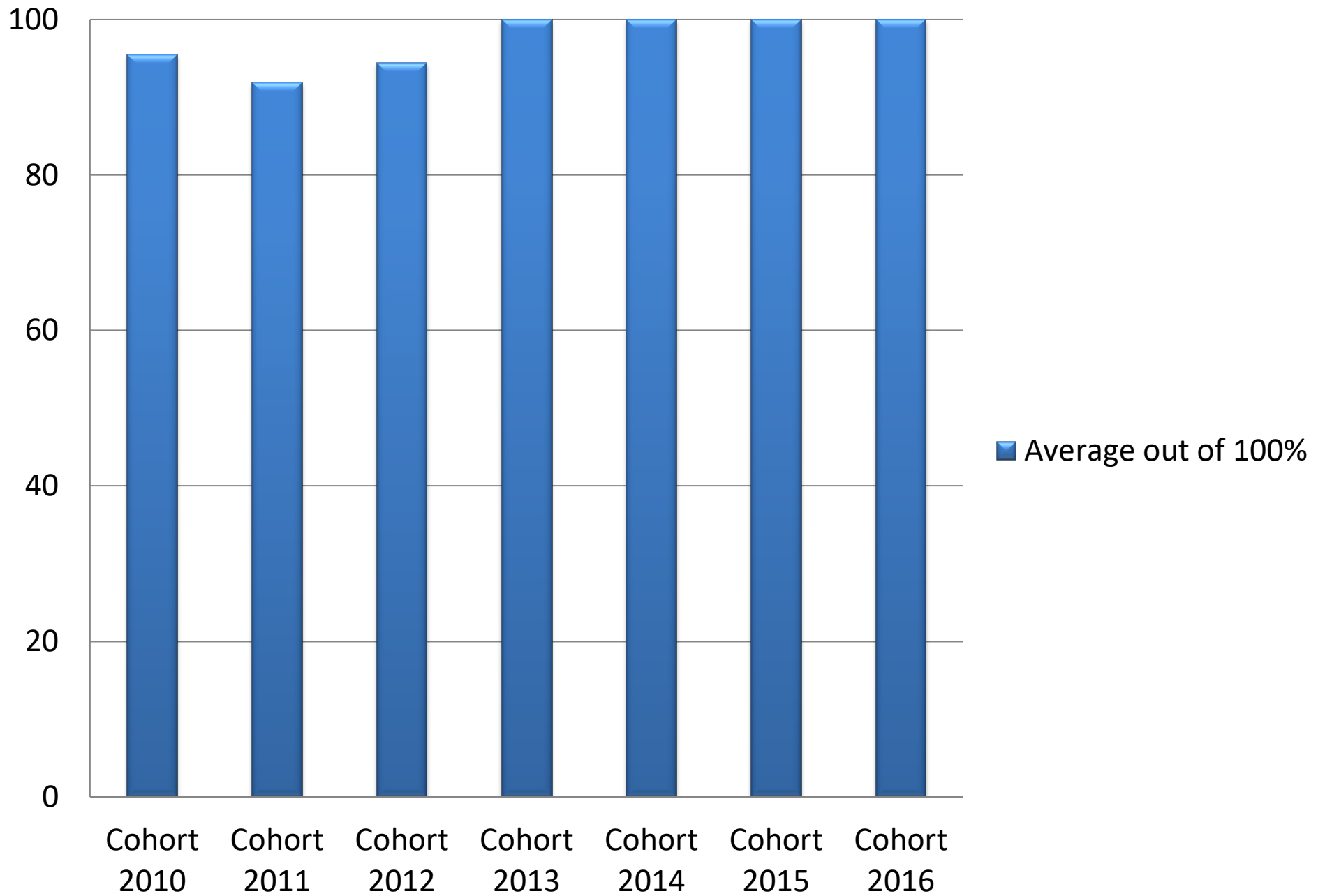
**GOAL:** 100% of students entering will successfully complete the research and manuscript resulting in EG 8033 Capstone Project (III)

**TEAM MEMBERS:** Boyd, Byrdsong, Conley, Hebert, Hoggatt, Mofield, Nikolaus, Sanders, Wiemers, Wyatt

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2013	Continue to evaluate student group work and collaborative efforts. Departmental Discussion/ Review of results Revise program Instruction/ Goals as determined	Internal and External	Number of students entering and completing the Ed.D. cohort program	Budget	Ongoing at this time	Percentage of completers; we anticipate an increase in scores.
Fall 2017	Faculty evaluation the capstone pass rate for the 2015 cohort of EdD students. Two students deferred graduation, but 100% passed the capstone research project.  No changes planned at this time.					100% of the 2015 cohort successfully defended their capstone projects. Faculty will review what supports were in place leading to student success. WE anticipate continued success.
Fall 2018	Faculty evaluated the capstone pass rate for the 2016 cohort. Six students deferred graduation, but 100% passed the capstone research project. No changes planned at this time.					100% of the 2016 cohort successfully defended their capstone projects. Faculty will review what supports were in place leading to student success. We anticipate continued success.



## Capstone Pass Rate







# EdS CIP Report

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2020-

**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback

**INDICATORS:** Education Specialist Project assessed with Writing Rubric in EG 6913 Education Specialist Project II

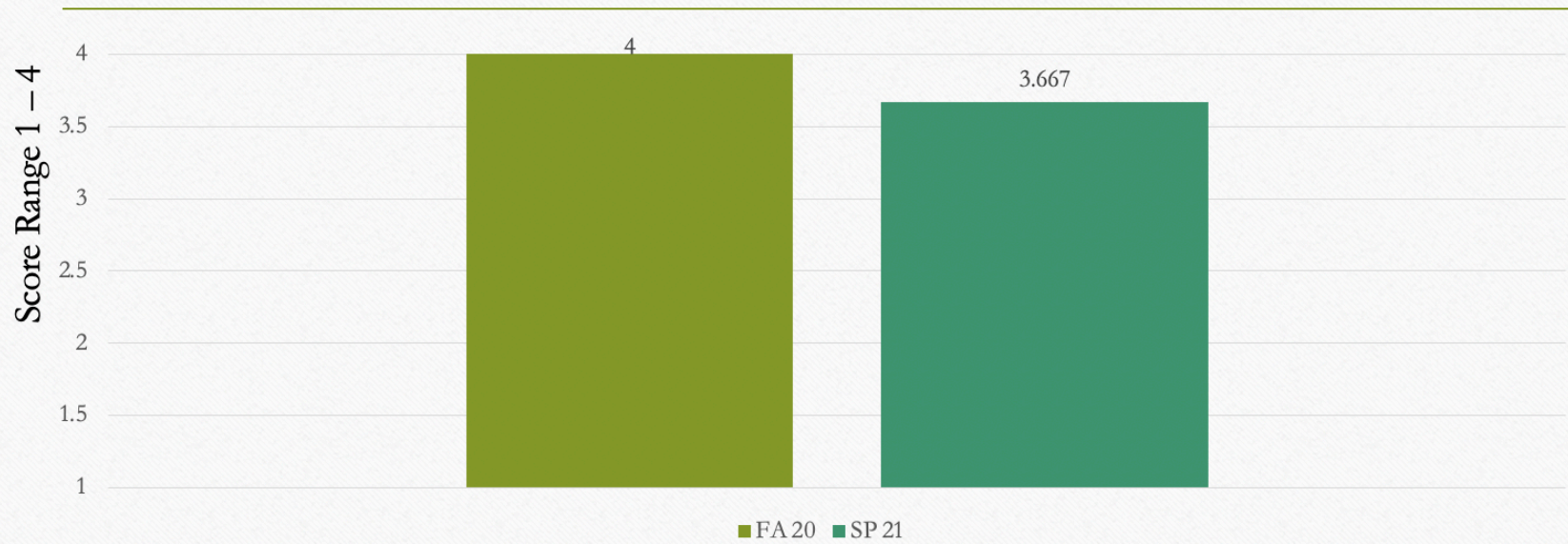
**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0)

**TEAM MEMBERS:** Boyd, Cayce, Cochran, Fain, Milligan, Foreman, Mofield, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Due to COVID-19, half of the candidates were not able to complete the assignment requirements (received IP). Thus, data may not be representative of the cohort.</p> <p><b><u>Recommendation:</u></b> Faculty will resume data analysis next semester.</p>	Internal & External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	
Summer 2020	<p><b><u>Analysis:</u></b> Only one candidate enrolled in the course as an independent study this summer. This candidate earned 4.0/4.0 in all components, except for Conventions, where 3.0/4.0 was earned. Because of the small N size, comparisons may not be generalizable.</p> <p><b><u>Recommendation:</u></b> Faculty want to monitor success once a larger sample size completes this course.</p>					For the one candidate enrolled, mean scores in all areas except for Conventions were 4.0/4.0. We anticipate that future candidates will also demonstrate strong scores.
Fall 2020	<p><b><u>Analysis:</u></b> Fifteen candidates enrolled in this course. All candidates earned exemplary (4.0/4.0) across measured areas on the Writing Rubric.</p>					All candidates earned 4.0/4.0 across all measured areas. We anticipate that future candidates will also perform strongly.

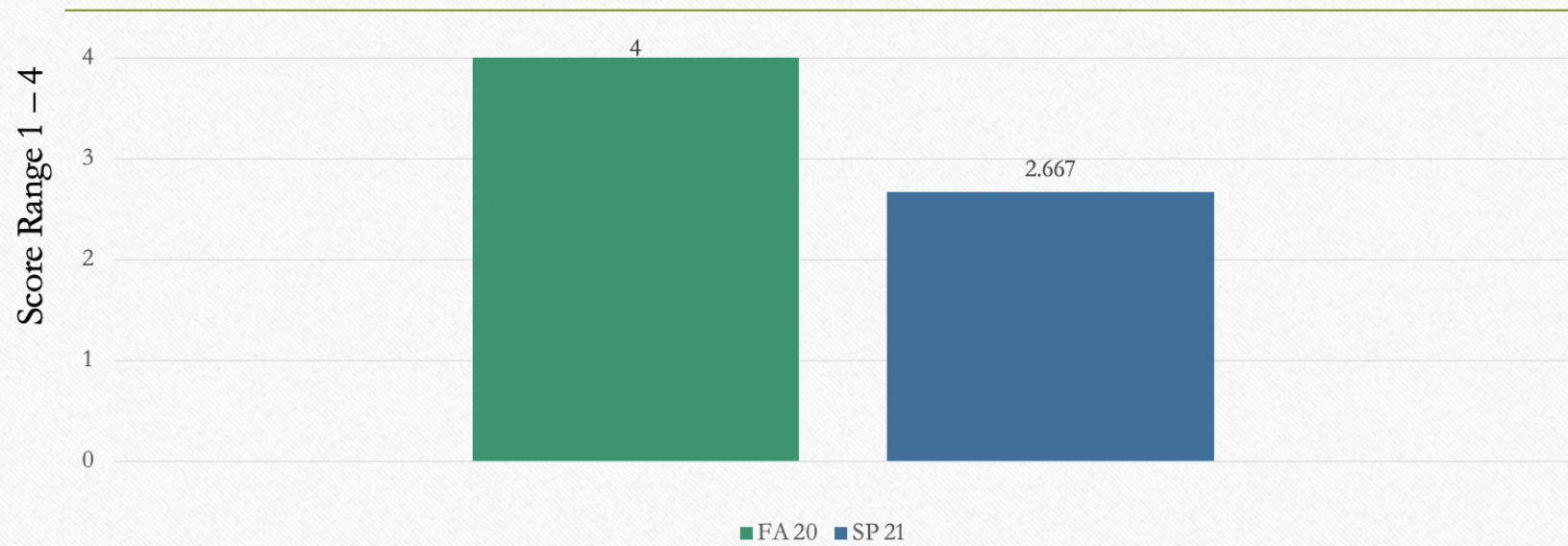
	<b><u>Recommendation:</u></b> No changes planned at this time.					
Spring 2021	<b><u>Analysis:</u></b> In this semester, candidate scores dropped in all areas of the rubric. Conventions dropped from 4.0 to 2.6/4.0 and will become a Target area. <b><u>Recommendation:</u></b> Faculty will intentionally provide specific feedback regarding Conventions to candidates.					Candidates scores dropped in all measured areas. We anticipate an increase in scores.

# Ideas





# Conventions



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to develop plans for communication and parent-community engagement based on identified needs

**INDICATORS:** Parent & Community Plan Executive Summary assessed with Writing Rubric in EG 6263 Communication & Community; Fall 2019 Action Plan rubric

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (Organization = 3.8; Mechanics = 3.8/4.0)

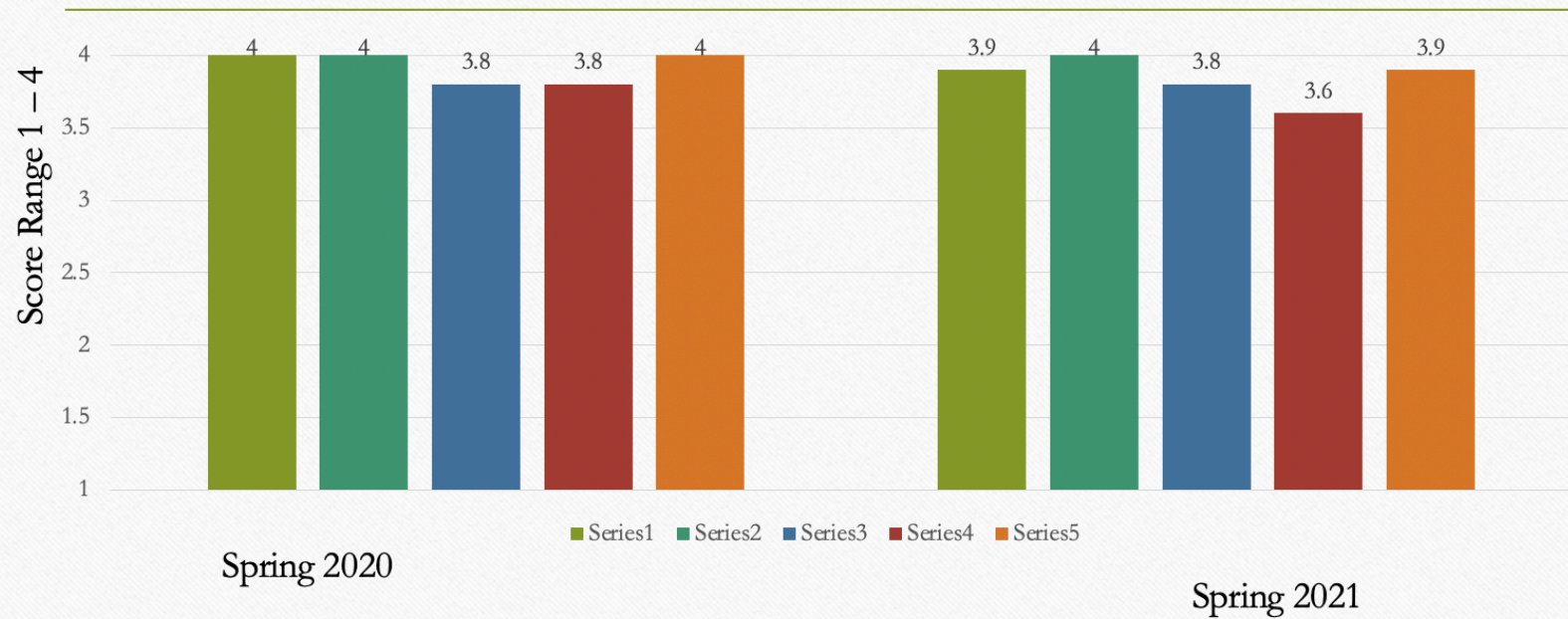
**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EG 6263 Communication & Community (Parent & Community Engagement Plan).  
This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cayce, Fain, Milligan, Foreman, Garcia, Gilbert, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> In the second iteration of this rubric, candidates earned scores of 3.5 or stronger on each measured component, representing stronger scores compared to Fall 2019.</p> <p><b><u>Recommendations:</u></b> Faculty are continuing to provide more examples of Components as this supported stronger student performance.</p>	Internal & External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.8 to 4.0/4.0. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Candidate component scores continue to be strong, ranging from 3.8 to 4.0/4.0 on average.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Component scores ranged from 3.8 to 4.0/4.0. We anticipate an increase in scores.



# Action Plan Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to reflect on personal leadership philosophy and style and identify personal leadership strengths and challenges

**INDICATORS:** Leadership Strengths Analysis assessed with Writing Rubric in EG 6233 Leadership Behavior & Practice

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (3.125/4.0)

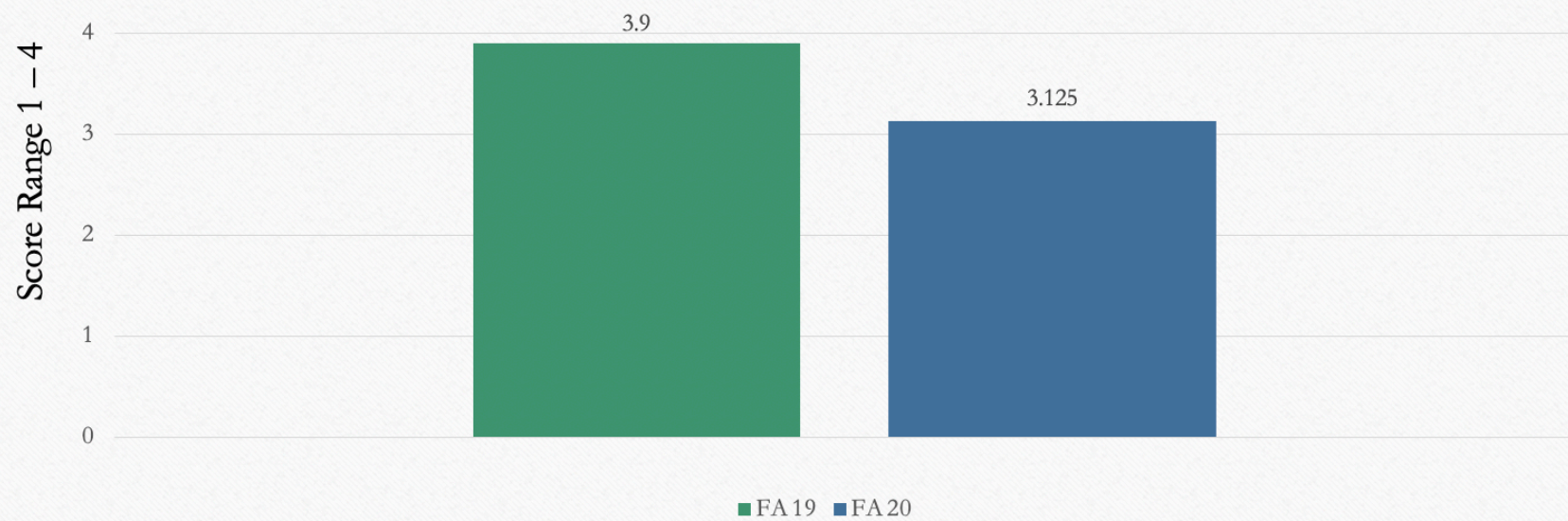
**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EG 6233 Leadership Behavior & Practice (Leadership Reflection). This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cayce, Fain, Milligan, Forman, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><b><u>Analysis:</u></b> Faculty reviewed candidate performance and noted the drop to a mean of 3.125/4.0 across all measured components. This is still above 3.0/4.0, which is considered Proficient. However, scores have dropped.</p> <p><b><u>Recommendation:</u></b></p> <p>Faculty will review course practices. This is the first time this course was taught since the onset of COVID-19, which may have impacted course delivery.</p>	Internal and External	Writing Rubric in EG 6233 Leadership Behavior & Practice	Budget	Ongoing at this time	Candidates continue to earn high scores on the components of the key assignment (3.0/4.0 or higher). We anticipate continued success on this assignment.

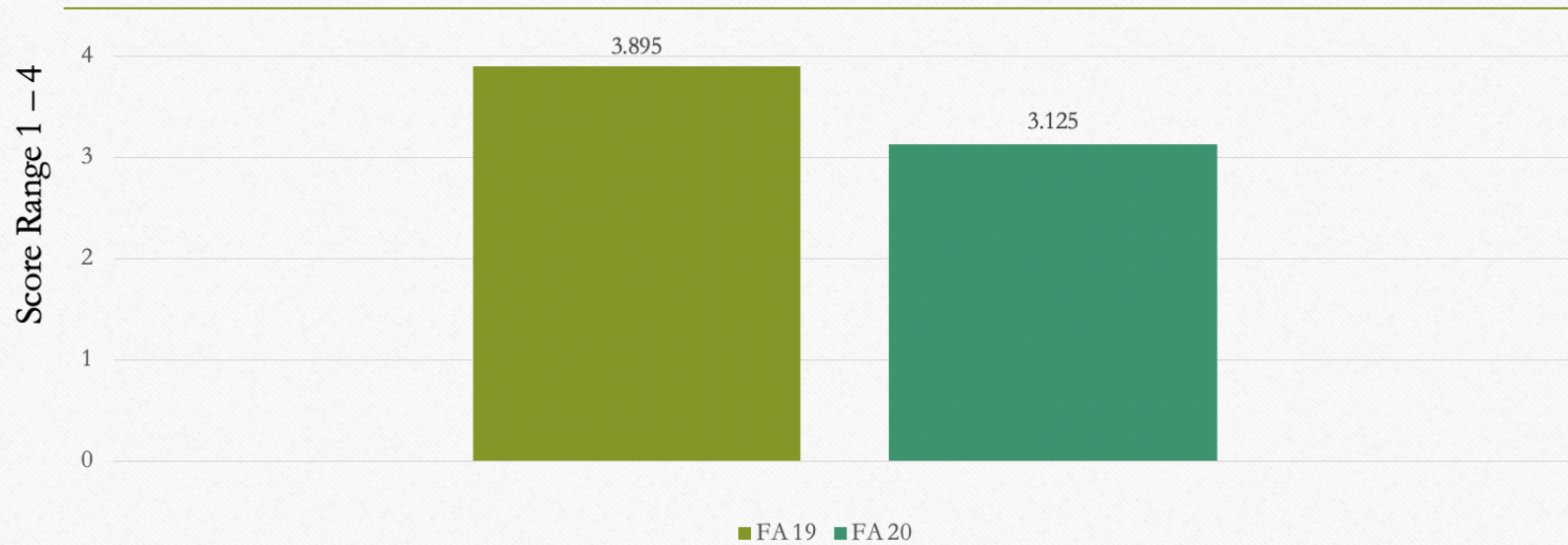


# Organization





# Ideas (EdS)



# Collaborative Professional Learning

*Specialty Courses*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to collaborate with colleagues to create a professional learning plan that is team-based, job-embedded, sustained, and aligned with content standards

**INDICATORS:** Collaborative Professional Learning Action Plan assessed with Collaborative Professional Learning Action Plan Rubric in EG 6033 Leadership in Collaborative Professional Learning

**PRESENT LEVEL OF PERFORMANCE:** Baseline 2020 - Content & Critical Thinking = 3.0/4.0

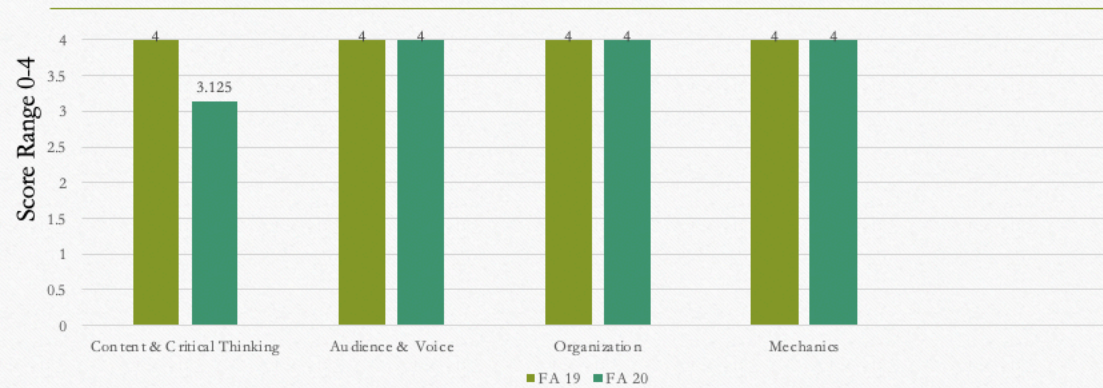
**GOAL:** 100% of students will score *Proficient* or *Exemplary* on the Action Plan Rubric in EG 6033 Leadership in Collaborative Professional Learning. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cayce, Fain, Forman, Garcia, Milligan, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><b><u>Analysis:</u></b></p> <p>Upon analysis, faculty observed that one area (Content &amp; Critical Thinking) dropped to 3.0/4.0 on average. This is still a proficient score but is lower than in the past.</p> <p><b><u>Recommendation:</u></b> Faculty team will evaluate content and feedback specific to Content and Critical Thinking</p>					Candidates earned 4.0/4.0 in all measured areas except for Content & Critical Thinking. We anticipate an increase in scores in this area.



## EdS Action Plan



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to demonstrate the coaching skills of active listening, paraphrasing, powerful questioning, reflective feedback

**INDICATORS:** Personal Action Plan assessed with the Writing Rubric in EG 6273 Coaching Models and Practices; Spring 2020 Instructional Coaching Models Action Plan rubric

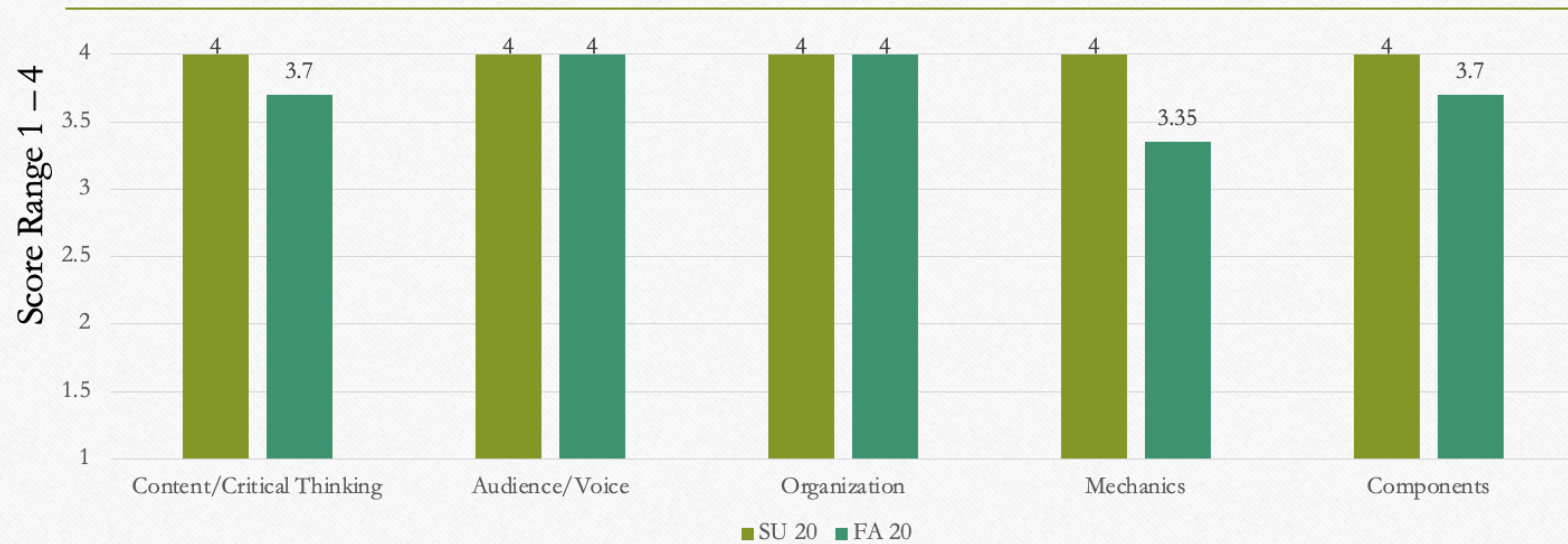
**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (Mechanics = 3.35/4.0)

**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EG 6273 Coaching Models and Practices. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cochran, Foreman, Garcia, Gilbert, Hasty, Milligan, Nikolaus, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<b><u>Analysis:</u></b> In Spring 2020, faculty piloted a new assessment for the key assignment, the Instructional Coaching Models Action Plan rubric. This rubric is meant to provide greater rigor and relevance for the key assignment.	Internal and External	Writing Rubric in EG 6273 Coaching Models and Practices	Budget	Ongoing at this time	
Fall 2020	<b><u>Analysis:</u></b> In its second iteration, students still performed strongly. All components had mean scores of 3.35/4.0 or stronger, though 3 components (Content & Critical Thinking; Components; Mechanics) dropped from 4.0/4.0. These scores are still well above Proficient (3.0/4.0).  <b><u>Recommendation:</u></b> No changes planned at this time					Candidates earned mean scores of 3.7-4.0/4.0 on all measured components. We anticipate continued success for our candidates.

# Coaching Models Action Plan Rubric





# Educational Leadership

*Specialty Courses*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to demonstrate high quality leadership skills based on the Tennessee Instructional Leadership Standards (TILS), ISLLC Standards, and Lipscomb Leadership Competencies

**INDICATORS:** Lipscomb Competency Development Plan and Competency Evidence Form completed in all Organizational Leadership Courses (ORG) and assessed with the Writing Rubric EG 6551, 6562, 6573, and 6583; Fall 2019/Spring 2020 Leadership Clinical Experience Reflection Rubric

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (Connections to Leadership Standards= 3.7/4.0)

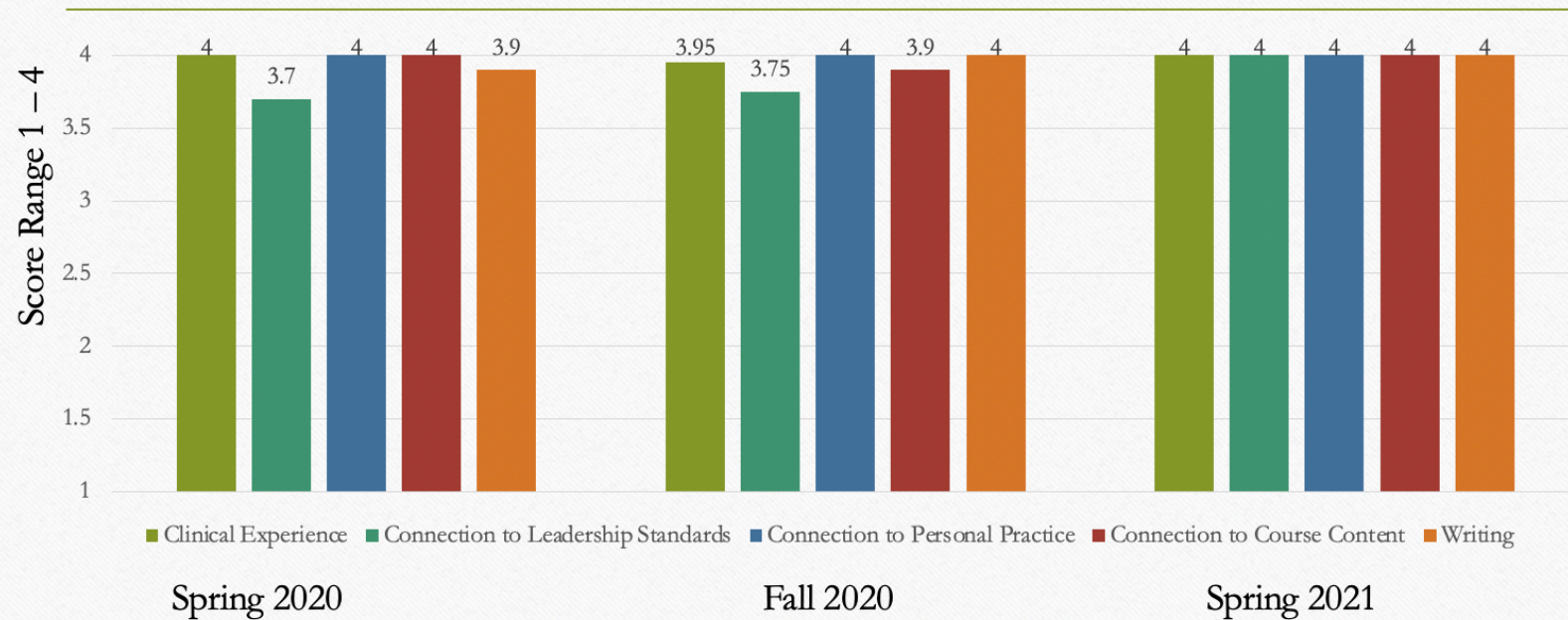
**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Lipscomb Competency Rubric EG 6551, 6562, 6573, and 6583. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cochran, Fain, Milligan, Foreman, Garcia, Hammond, Mofield, Nikolaus, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> With the revision of the Educational Leadership program, a new rubric assessment (Leadership Clinical Experience Reflection Rubric) was implemented for these courses this semester to more validly assess candidate competencies against the appropriate professional standards covered and measured in this course. In this first iteration, candidates performed strongly, earning scores of 3.5/4.0 or higher on all measured components.</p> <p><b><u>Recommendation:</u></b> Faculty will continue to use the new rubric and will look at the standards associated with “lower” component scores to ensure that standards are addressed adequately.</p>	Internal and External	Writing Rubric EG 6551, 6562, 6573, and 6583	Budget	Ongoing at this time	In this first iteration of the new rubric, candidates earned scores of 3.5/4.0 or higher on all measured components. We anticipate an increase in scores.

Fall 2020	<p><b><u>Analysis:</u></b> Upon analysis, faculty observed that all component scores maintained or increased, demonstrating strong candidate performance. All component mean scores were 3.75/4.0 or higher.</p> <p><b><u>Recommendation:</u></b> Faculty will provide intentional guidance regarding connections to standards.</p>					All candidates earned scores of 3.75/4.0 or higher on all measured components. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Faculty analyzed key assessment data at the end of the term and saw that all candidates earned scores of 4.0/4.0 on average.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.

# Leadership Clinical Experience Reflection Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to identify, evaluate, and promote effective instructional practice

**INDICATORS:** Students will create a reflective summary to relate instructional rubric with best practices assessed with Writing Rubric in EG 6493 Evaluating Instructional Practice; Fall 2019 pilot Leadership Reflection Rubric

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (Sentence Fluency = 3.6/4.0)

**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EG 6493 Evaluating Instructional Practice. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cochran, Fain, Milligan, Foreman, Garcia, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2019	<p><b>Analysis:</b> Faculty examined candidate performance data at the end of the term. All component scores are above 3.5/4.0. The score for Word Choice and Sentence Fluency rose from 3.4 to 3.6/4.0 (desired trend). Faculty are double-scoring key assignments this semester, piloting the Leadership Reflection rubric, which will be the key assignment rubric for grading beginning next semester.</p> <p><b>Recommendation:</b> Faculty will score candidate key assignments using the previous and new rubric in this pilot semester but will provide candidate grades based on the previous rubric in this pilot semester. Feedback will be used for any needed edits as</p>	Internal and External	Writing Rubric in EG 6493 Evaluating Instructional Practice	Budget	Ongoing at this time	Candidate performance is 3.5/4.0 or stronger in all areas. We anticipate an increase in scores.

	use of the new rubric begins in Spring 2020.					

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to analyze a school’s achievement and value-added data to determine strengths and weaknesses and create a plan for action

**INDICATORS:** Students will successfully complete the TVAAS Assessment Modules in EG 6483 Instructional Leadership & EG 5083 Research in Classroom Practice

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (100% Successfully Completed)

**GOAL:** 100% of students will successful complete the TVAAS Assessment Modules in EG 6483 Instructional Leadership. This module rubric has a score range of 1 to 4.

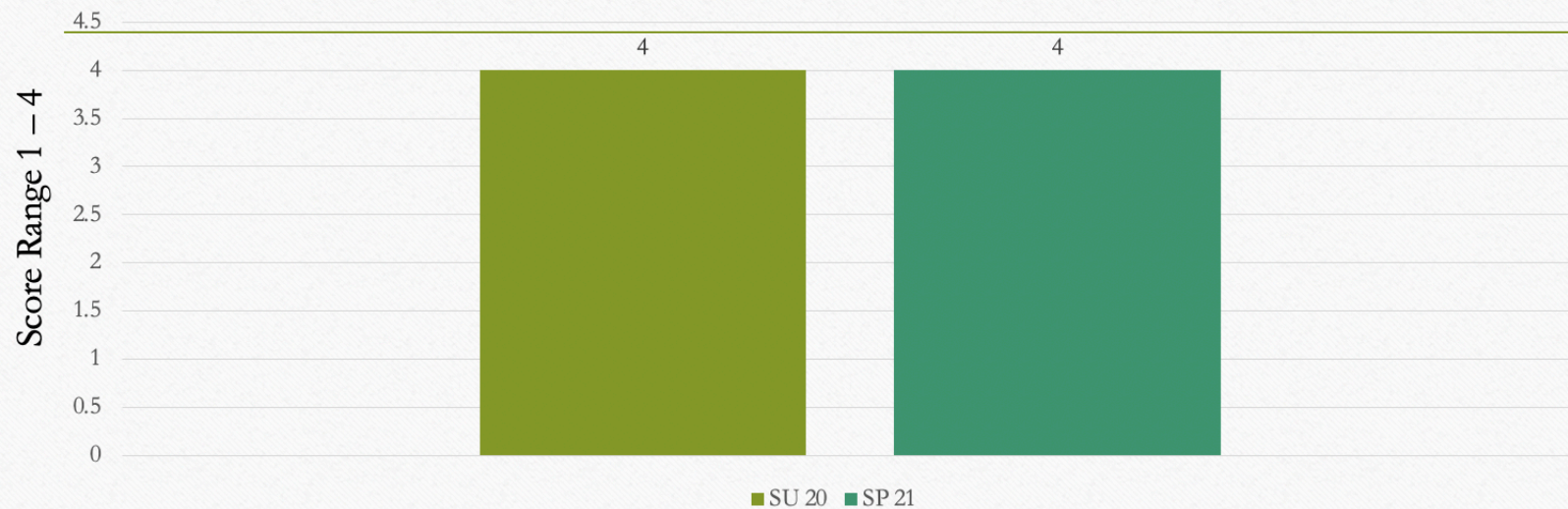
**TEAM MEMBERS:** Cayce, Cochran, Fain, Milligan, Foreman, Garcia, Nikolaus, Parker Peters, Parsley, Waldron

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> The TVAAS module was used for the final time before changing to the newly-created TVAAS module. In this final iteration, all candidates demonstrated proficient performance.</p> <p><b><u>Recommendation:</u></b> Faculty will compare candidate performance and outcomes from this rubric to new rubric in the following semester to assess validity and utility of the new assessment.</p>	Internal and External	Successful complete the TVAAS Assessment Modules in EG 6483 Instructional Leadership	Budget	Ongoing at this time	100% of students continue to complete the module successfully.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty implemented the new TVAAS module this summer. Candidates responded positively to the change, and 100% completed the new module successfully.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.

Spring 2021	<p><b><u>Analysis:</u></b> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><b><u>Recommendation:</u></b> In the Research PLC, faculty discuss providing standardized data to all candidates to create equivalent experience for all learners. This would also streamline assessment for faculty.</p>					<p>100% of candidates completed the new module successfully. We anticipate continued success for candidates.</p>
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# New 2020 TVAAS Module



# English Language Learning

*Specialty Courses*



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to develop a Family Engagement Plan for families of EL students of diverse educational, cultural, and social background, including students with special education needs

**INDICATORS:** Family Engagement Plan assessed with Writing Rubric in EGEL 6053 Culture & Collaboration in the ELL Classroom

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Theorists; Recommendations 3.8/4.0 (rubric metric change to 1-4)

**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EGEL 6053 Culture & Collaboration in the ELL Classroom. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Fain, Milligan, Forman, Garcia, Parker Peters, Parsley

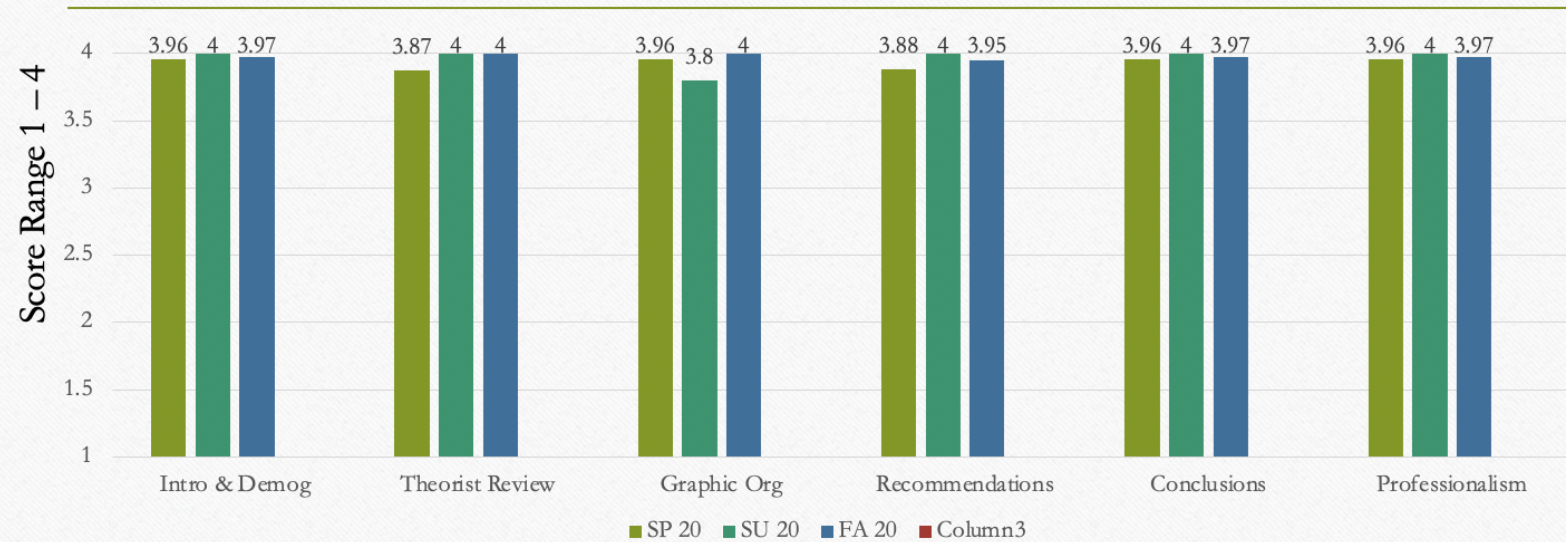
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty modified the rubric to align with other COE rubrics this semester. It now has a 4-point scale. Mean scores this semester were 3.8/4.0 or stronger across measured components.</p> <p><b><u>Recommendations:</u></b> No changes planned at this time</p>	Internal and External	Writing Rubric in EGEL 6053 Culture & Collaboration in the ELL Classroom	Budget	Ongoing at this time	Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate an increase in scores
Summer 2020	<p><b><u>Analysis:</u></b> In the second use of the revised rubric, candidates earned scores of 3.5/4.0 or stronger across all measured components.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time as we continue to collect data on the new rubric.</p>					Candidates' component scores were 3.5/4.0 or stronger on all measured components. We anticipate an increase in scores

Fall 2020	<p><b><u>Analysis:</u></b> The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time</p>					<p>Candidates' component scores were 3.9/4.0 or stronger on all measured components. We anticipate an increase in scores.</p>
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# Family Action Plan



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to complete a case study to analyze the needs of an EL child, including diagnosis of language learning needs and recommendations for instructional interventions

**INDICATORS:** Case Study assessed with Writing Rubric in EGEL 6013 Theory & Practice in Second Language Acquisition

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Theories; Recommendations = 3.8/4.0

**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4). This rubric has a score range of 1 to 4.

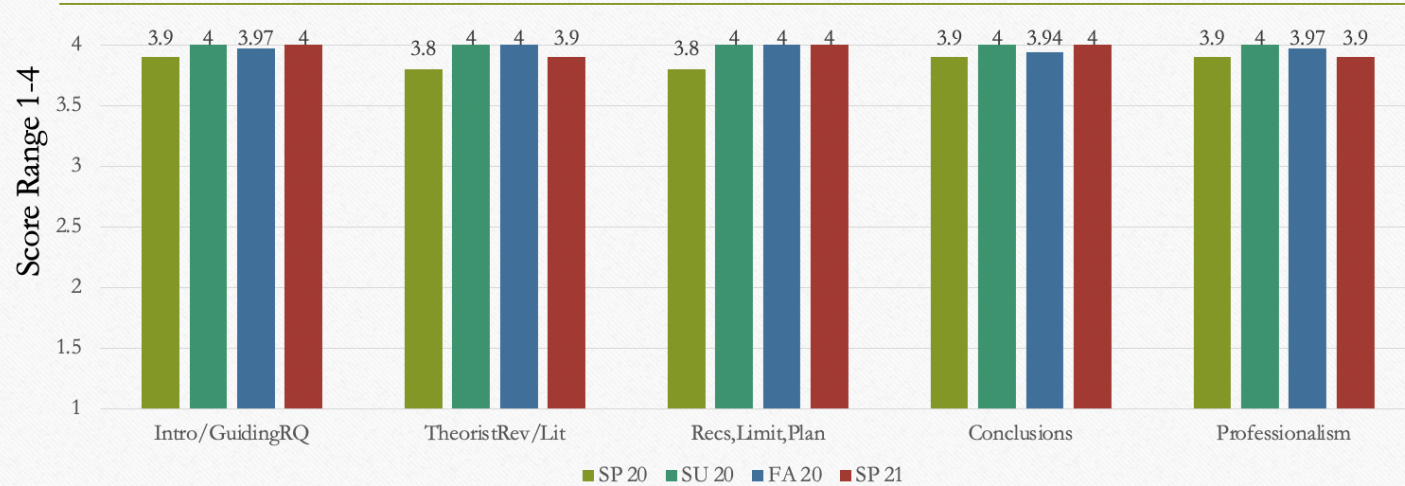
**TEAM MEMBERS:** Cochran, Fain, Milligan, Forman, Garcia, Nikolaus, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty evaluated student performance on key assignments at the end of the term. Student scores on all components of the rubric were above 3.5/4.0 or stronger; this metric reflects the revision of this rubric to use the COE 1-4 rubric scale.</p> <p><b><u>Recommendation:</u></b> The Writing Rubric will be changed and updated to include a more rigorous assessment in future semesters</p>	Internal and External	Writing Rubric in EGEL 6013 Theory & Practice in Second Language Acquisition	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued growth on this assignment as the rubric increases its rigor.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty evaluated student performance on key assignments at the end of the term. Student scores on all components of the rubric were 4.0/4.0, indicating candidate success with the assignment</p> <p><b><u>Recommendation:</u></b> Faculty are pleased that candidates</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success for candidates.



	continue to perform strongly on this assignment. However, faculty are participating in the revision of the Writing Rubric to increase the rigor and utility of this key assignment.					
Fall 2020	<p><b><u>Analysis:</u></b> The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, faculty observed that candidates earned scores of 3.9/4.0 or stronger on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.

# EGEL 5013/6013: Major Inquiry



# Reading Specialty

*Specialty Courses*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to create a reading program for a school that includes phonics, phonemic awareness, comprehension, fluency, vocabulary, and writing

**INDICATORS:** Reading Program Plan assessed with Reading Program Rubric in EG 6743 Leadership in Balanced Literacy; Spring 2020 pilot Literacy Program Design Rubric

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – 4.0/4.0

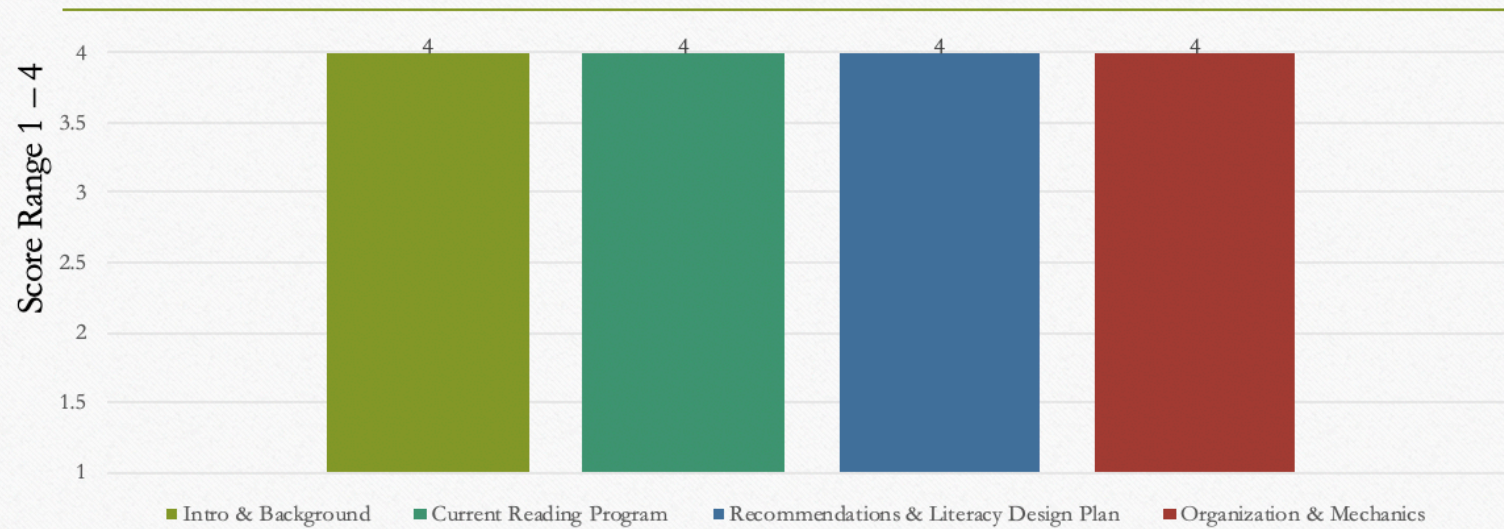
**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Reading Program Rubric in EG 6743 Leadership in Balanced Literacy. This rubric has a score range of 1 to 4.

**TEAM MEMBERS:** Cochran, Fain, Milligan, Forman, Garcia, Gilbert, Nikolaus, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> To increase rigor and relevance, a new rubric, the Literacy Program Design rubric will be piloted this semester. In this first iteration, all candidates earned Proficient scores (4.0/4.0 on all components).</p> <p><b><u>Recommendation:</u></b> Faculty will compare utility of the new rubric to the old and will provide targeted feedback using components as matched to professional standards.</p>	Internal and External	Reading Program Rubric in EG 6743 Leadership in Balanced Literacy	Budget	Ongoing at this time	All scores were above 3.5, desired goal. We anticipate consistency in performance of future students

# Literacy Program Design Rubric

## Spring 2020



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Education Specialist)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to assess readers at all levels and prescribe interventions

**INDICATORS:** Reading Assessment Case Study assessed with Reading Case Study Rubric in EG 6773 Diagnosis & Remediation of Reading Difficulties

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – 4.0/4.0

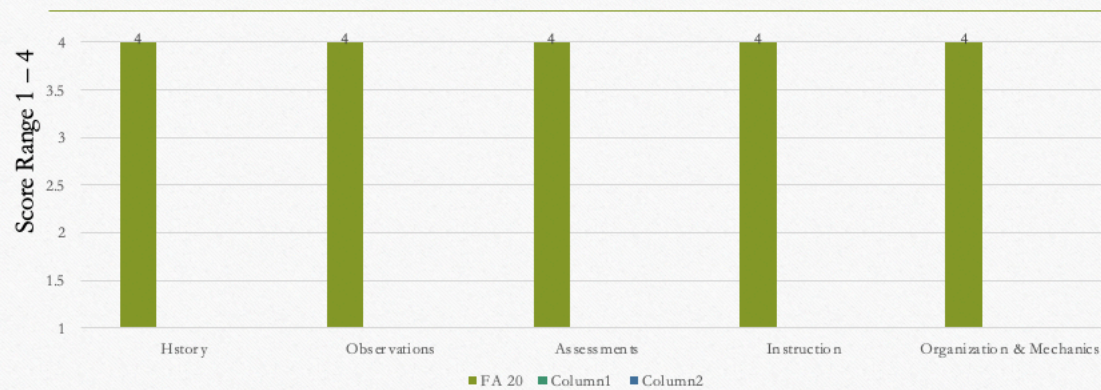
**GOAL:** 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Reading Case Study Rubric in EG 6773 Diagnosis & Remediation of Reading Difficulties. This rubric has a score range of 1 to 4.; 2020 pilot Case Study Rubric- Reading Specialist

**TEAM MEMBERS:** Cochran, Fain, Milligan, Foreman, Garcia, Gilbert, Nikolaus, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><b><u>Analysis:</u></b> Candidates performed strongly with the new rubric, earning scores of 4.0/4.0 across all measured components.</p> <p><b><u>Recommendation:</u></b> Faculty will continue to use the new rubric, which is more explicitly aligned to relevant standards.</p>	Internal and External	Reading Case Study Rubric in EG 6773 Diagnosis & Remediation of Reading Difficulties	Budget	Ongoing at this time	Candidates earned mean scores of 4.0/4.0 in all measured components on the key assignment (desired trend). We anticipate continued success on this assignment.



## Reading Case Study- 2020



# Graduate Initial License CIP

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*2020-*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Students will design a classroom management plan which reflects an understanding of diversity, the importance of communication and community collaboration, and recognition of the interdependence of social, cultural, economic, and educational issues

**INDICATORS:** Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Classroom Norms = 3.5; APA Style Score = 3.2

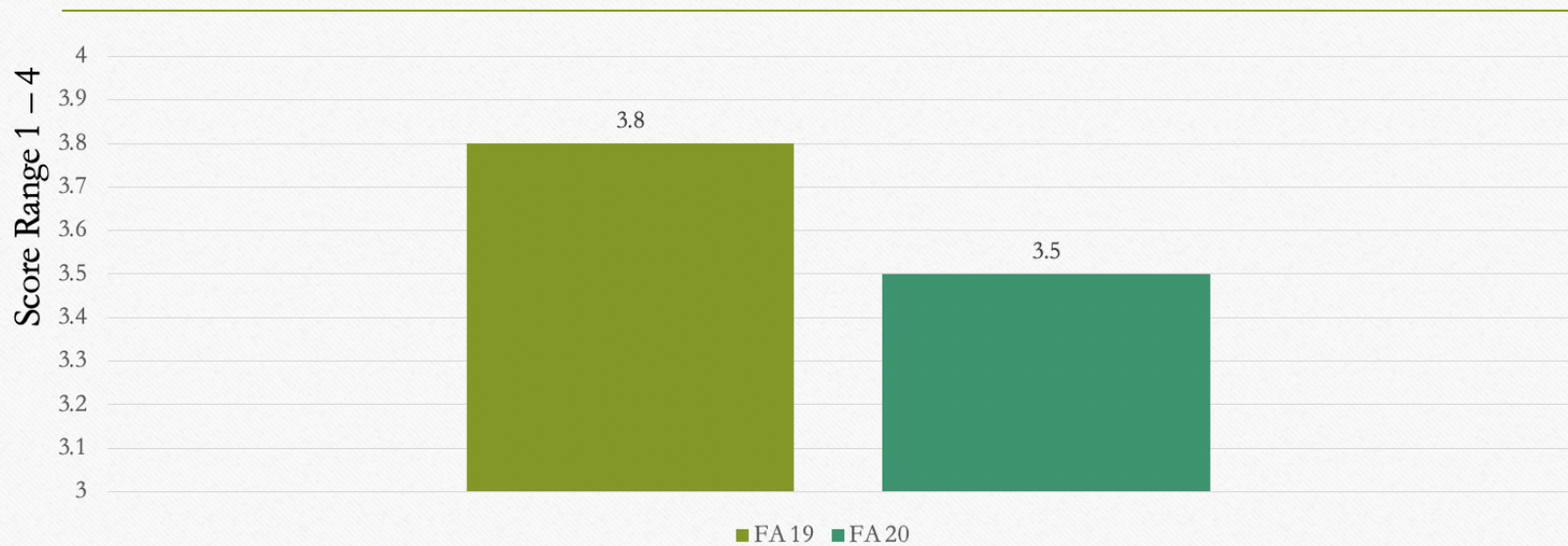
**TEAM MEMBERS:** Baese, Bridges, Fain, Garcia, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty analyzed student performance on the Classroom Management Plan and were pleased that mean scores rose or maintained above 3.5/4.0 in all measured components (desired trend). Inconsistency of expectations among raters can be addressed with a shared set of expectations.</p> <p><b><u>Recommendation:</u></b> Faculty will continue changes regarding Classroom Norms instruction. All instructors/professors agree upon and clearly communicate and reinforce the expectations for APA Format on all assignments and provide modeling and direct instruction as well as opportunities for self-assessment and reflection for candidates throughout the course to identify and correct misconceptions and errors.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities	Budget	Ongoing at this time	All component mean scores are 3.5/4.0 or stronger. We anticipate an increase in scores.

Summer 2020	<p><b><u>Analysis:</u></b> Faculty analyzed student performance on the Classroom Management Plan and were pleased that mean scores rose or maintained above 3.5/4.0 in all measured components (desired trend). APA Style remains the lowest component score (3.6/4.0).</p> <p><b><u>Recommendation:</u></b> Faculty will provide access to the university APA training as a part of the course to support candidates in this area.</p>					All component mean scores are 3.5/4.0 or stronger. We anticipate an increase in scores.
Fall 2020	<p><b><u>Analysis:</u></b> Faculty are pleased that all measured components are 3.0/4.0 on average. A new area of focus will be Family &amp; Community Engagement Plan, as its score dropped to 3.196/4.0 on average.</p> <p>There was a drop in APA- perhaps this is due to professors applying more rigorous standards or because the 7th edition of APA style manual was published this fall.</p> <p><b><u>Recommendation:</u></b> Faculty will provide more examples and specific feedback targeting the Family &amp; Community Engagement Plan. At some</p>					All measured areas are 3.0/4.0 or stronger. Family & Community Engagement Plan will become a new Target area. We anticipate an increase in scores.

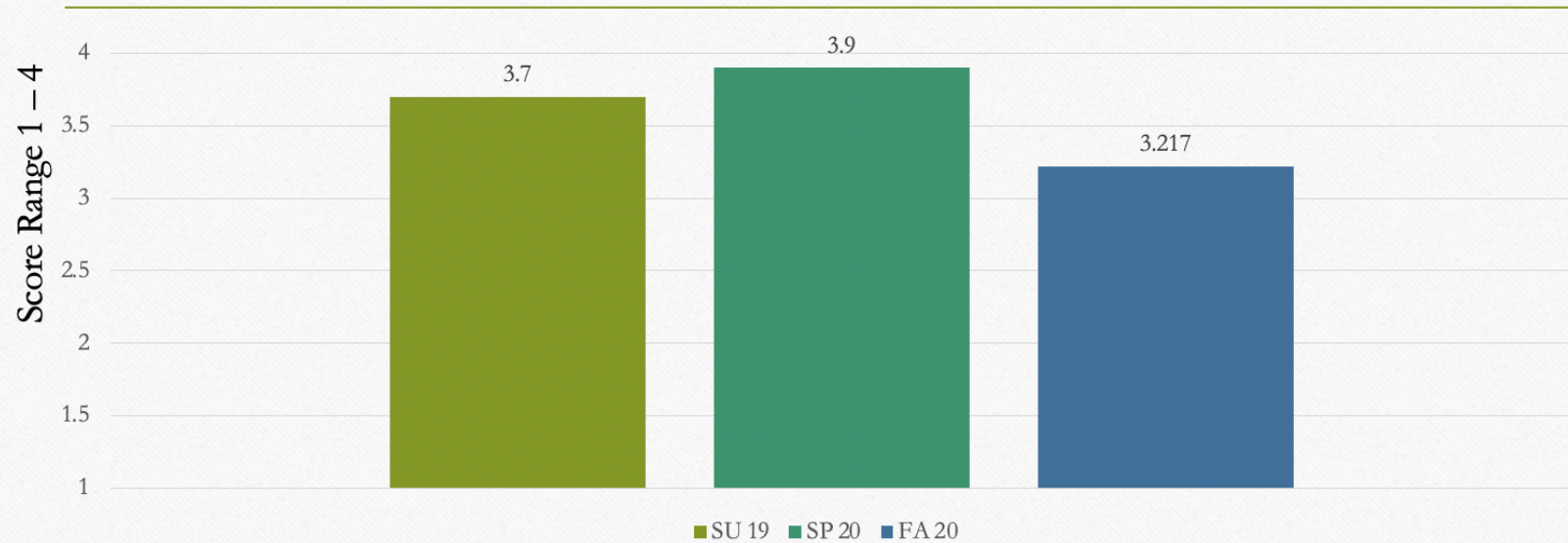
	<p>point we do need to discuss making changes to the current Classroom Management Rubric-especially in the area of Classroom Norms and Rules.</p> <p>As a faculty, we will continue to monitor APA scores and give updates on changes outlined in the 7th edition.</p> <p>We will also continue to monitor and update our practices in Family and Community Engagement.</p>					
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# Classroom Norms & Rules



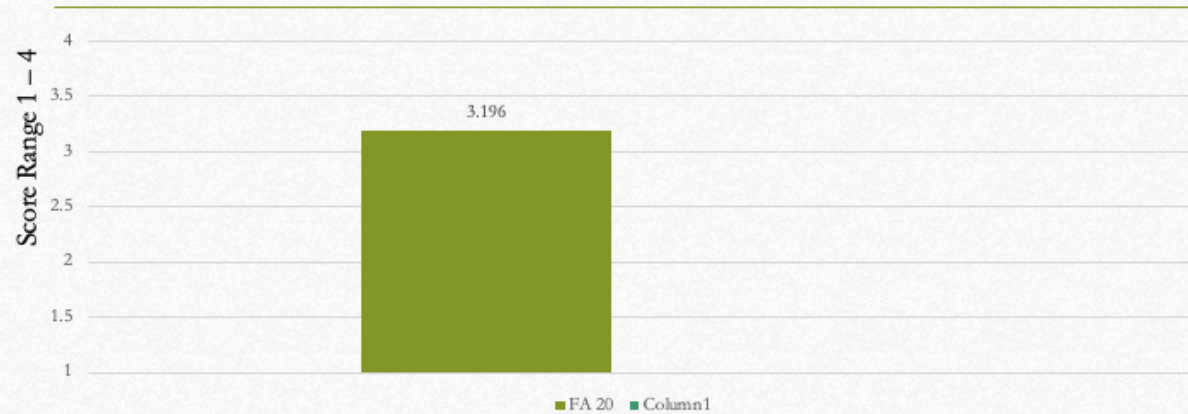


# APA Format





# Family & Community Engagement Plan



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Students will create unit and lesson plans through an understanding of state standards, research-based teaching strategies, assessments, and data-driven decision making

**INDICATORS:** Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Learning Events = 2.875

**TEAM MEMBERS:** Baese, Bridges, Fain, Garcia, Hauptman, Parker Peters, Parsley, Simone

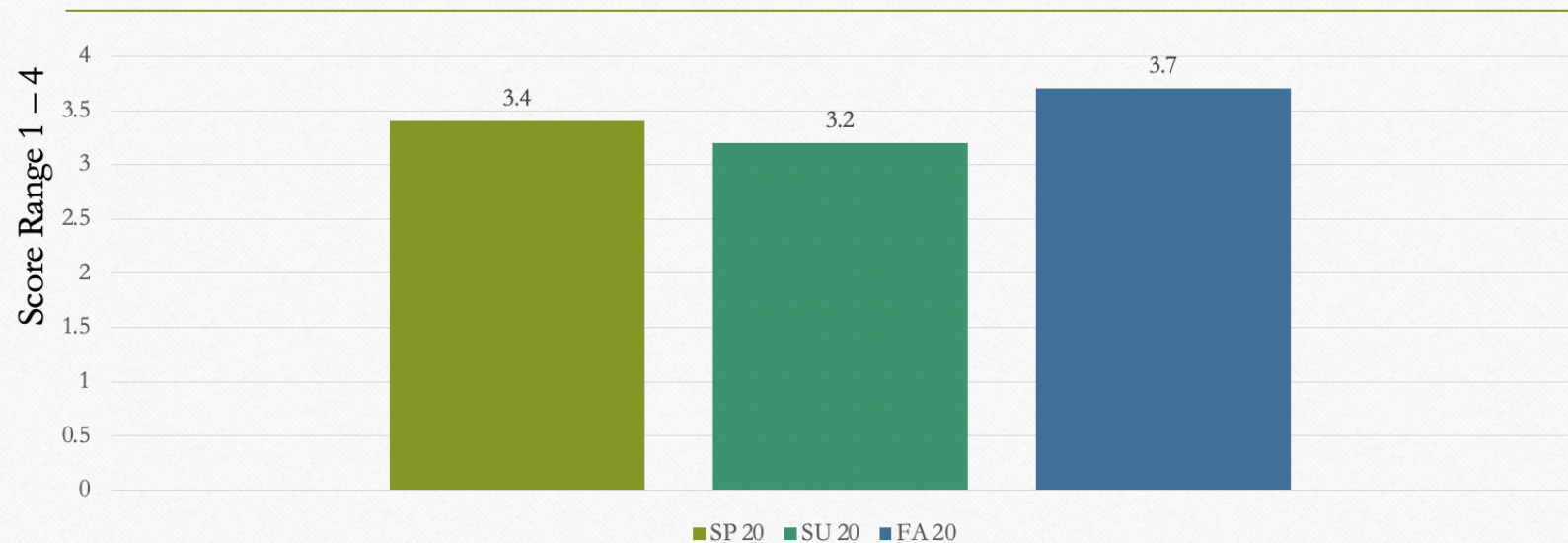
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<b>Analysis:</b> Faculty analyzed student performance data at the end of the term and noticed that the Learning Events component dropped to 2.875, below the goal of 3.0/4.0. This will become a new Target area. Other components remain above 3.0 on average. For the Scaffolding area, there is only one data point, and it shows that the learning events are not yet proficient. The score in this area may reflect plans with insufficient attention to pre-assessment, plans that move students through a series of learning events that are not tightly connected to each other, or plans with minimal/surface attention to the I Do, We Do, You Do structure. For the Unit Introduction, as we move to edTPA expectations (i.e., Knowledge of Students to Inform Teaching), this section would need to focus on the learning group's personal/cultural/community	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	The Learning Events mean score dropped to 2.875/4.0 and will become a target area. We anticipate an increase in scores.

	<p>assets, language development, learning needs, access needs, prior academic learning, interests, backgrounds, cultural/linguistic resources, lived experiences, etc. For the Assessment Plan component, the scores in this area have steadily increased, suggesting that targeted focus on this section is yielding positive results.</p> <p><b><u>Recommendation:</u></b> Faculty will evaluate strategies used to support Learning Events and will add specific instruction and feedback for this component. Determine if there is a misconception that gradual release must always be done in this sequence. Recognize that scaffolding includes differentiated approaches, including pre-planned (predicted) and on-demand, which is not explicitly stated in the rubric. As a faculty we will model effective scaffolding in our own classes, calling attention to specific instances where we are using it and connecting those examples to candidates' plans, and we will give more feedback on candidates' scaffolding techniques within the lesson plans. Align with edTPA expectations and communicate those more clearly to candidates. As a faculty, we will share models of effective introductions using language that aligns with edTPA and give more feedback in the</p>					
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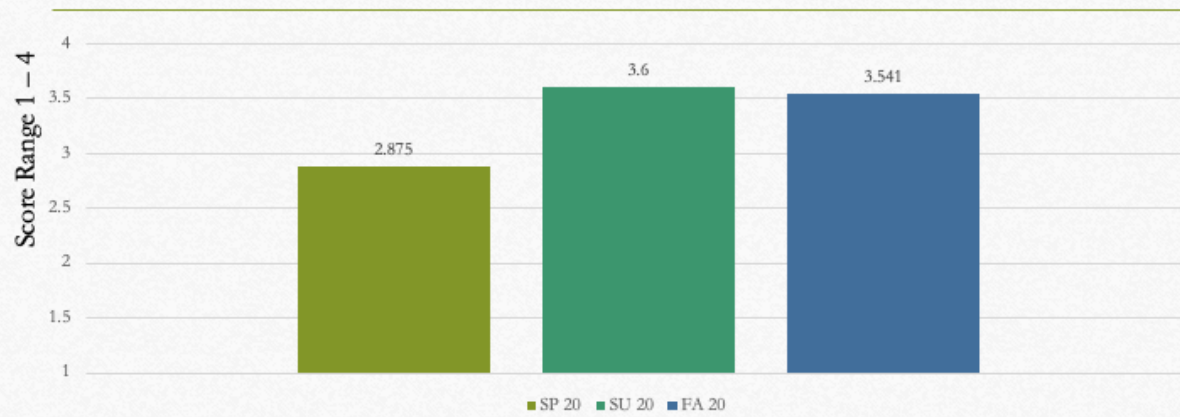
	<p>unit introduction on the unit plan.</p> <p>Continue to require students create the performance task plan AND the task itself, along with the rubric they will use. If IP agrees, require this in all sections. Be sure there are opportunities for self-assessment, peer-assessment, and reflection modeled in all course sections and included in the unit plans.</p> <p>We as a faculty will continue to focus on Assessment and model multiple methods for gathering evidence of candidates' progress throughout our own lessons and give more feedback on candidates' assessment plans in their unit and lesson plans.</p>					
Summer 2020	<p><b><u>Analysis:</u></b> Faculty analyzed Unit plan data at the end of the term and observed a rise in scores for the Target component of Learning Events (rise from 2.8 to 3.6). Scores in the Target areas of Unit Introduction and Assessment Plan decreased from 3.4 to 3.2 (Unit Introduction) and 3.4 to 2.3 (Assessment Plan). In addition, a new Target area will be</p>					<p>All key assignment component scores were above 3.0/4.0 except for Differentiated Instruction, which has become a new Target area. We anticipate an increase in scores.</p>

	<p>Differentiated/Responsive Instruction, which had a mean score of 2.6/4.0. It should be noted that Summer 2020 courses were taught completely online due to COVID-19, which could have impacted course delivery and content acquisition.</p> <p><b><u>Recommendation:</u></b> Differentiated Instruction will receive greater emphasis in feedback.</p>					
Fall 2020	<p><b><u>Analysis:</u></b> Faculty were pleased that candidate scores improved this term; the lowest mean score was still in the Differentiated/Responsive Instruction component. But, this score rose to 3.3/21/4.0 from 2.6/4.0 (desired trend). The Writing Quality section of the rubric has increased.</p> <p><b><u>Recommendation:</u></b> Faculty will continue to focus on this section and make sure students have the writing resources and support they need as they write the advocacy paper.</p> <p>Faculty will continue to emphasize differentiation in examples and feedback.</p>					<p>All mean component scores are above 3.1/4.0. We anticipate continued success for our candidates.</p>

# Unit Introduction/Description of the Learning Group

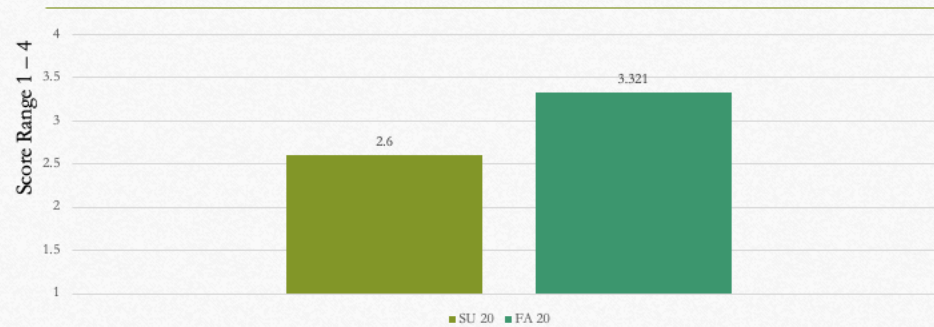


## Learning Events: Scaffolding

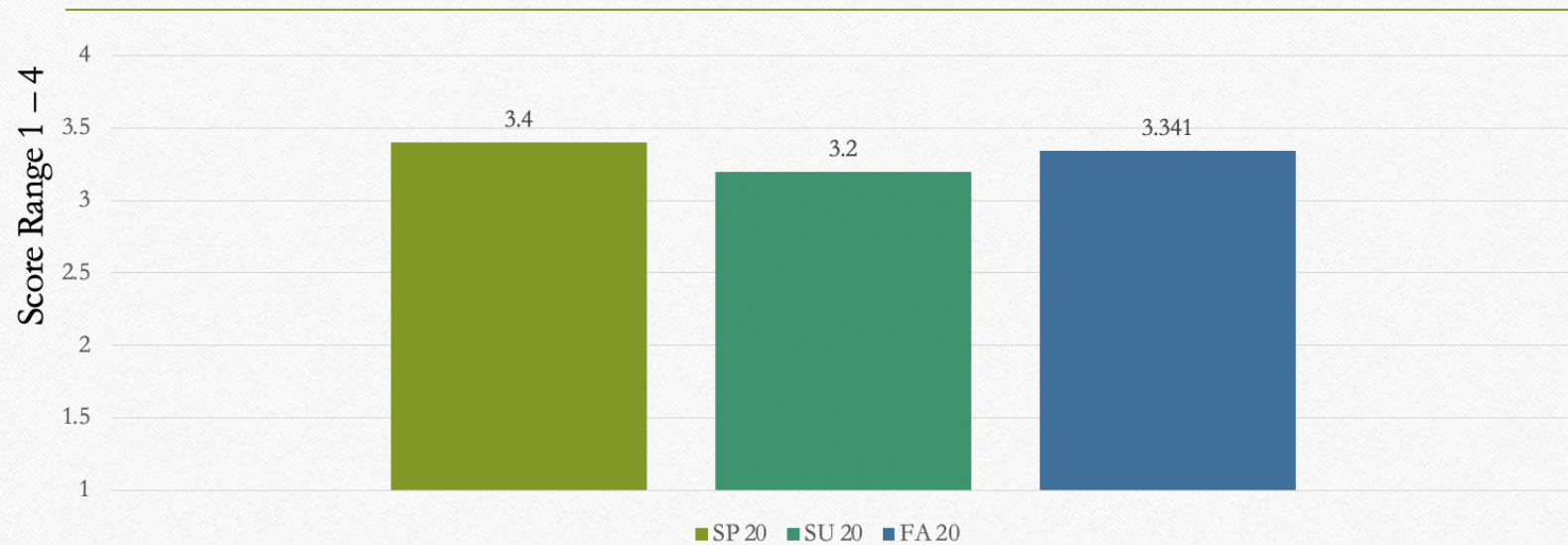




## Differentiated & Responsive Instruction



# Assessment Plan



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Students will describe their teaching philosophy, including their personal teaching style, the recognition of the importance of Christian/ethical principles, an understanding of diversity (linguistic, social, and economic), their personal strengths, and areas for improvement

**INDICATORS:** Teaching Philosophy paper assessed with Writing Rubric in EG 5023 Principles of Learning

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 Writing Quality 3.7

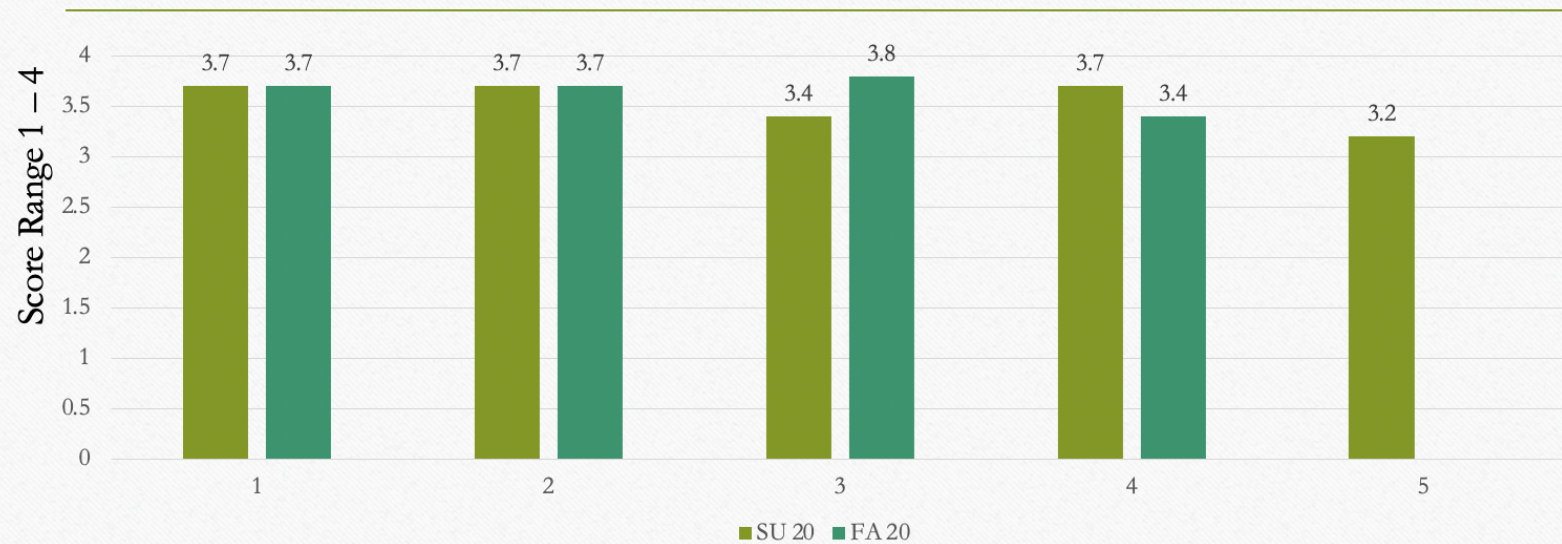
**TEAM MEMBERS:** Baese, Bridges, Fain, Garcia, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2020	<p><b><u>Analysis:</u></b> No significant changes were observed in candidate performance. All component scores are 3.7/4.0 or stronger.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>	Internal and External	Teaching Philosophy paper assessed with Writing Rubric in EG 5023 Principles of Learning	Budget	Ongoing at this time.	Candidates earned mean scores of 3.7/4.0 on all measured components. We anticipate an increase in scores.
Fall 2020	<p><b><u>Analysis:</u></b> This term, faculty introduced an updated rubric and key assignment (Advocacy Paper) and observed strong scores (&gt;3.4/4.0) on all areas except Writing Quality/References, which earned a mean score of 2.842/4.0. This will become a new Target Area.</p> <p><b><u>Recommendation:</u></b> Candidates will receive more feedback on writing quality and will receive referral</p>					Candidate mean scores were above 3.4/4.0 on all measured components except for Writing Quality/References, which (2.8/4.0. This will become a new Target area.

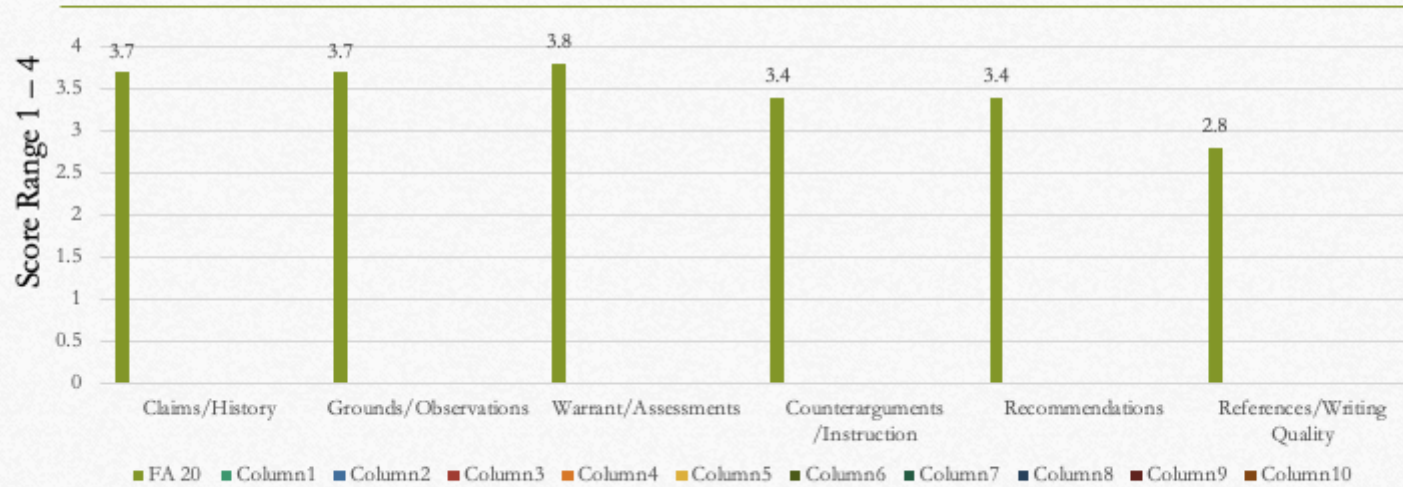
	information for the university library writing lab resources as needed.					
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# EG 5023 Argumentation Paper/Case Study



# EG 5023 Advocacy Paper



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Students will provide individualized reading instruction to students through an understanding of comprehensive balanced literacy as a result of research, writing, and lesson planning

**INDICATORS:** Literacy Foundations Paper assessed with Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Instruction 3.6/4.0

**TEAM MEMBERS:** Baese, Bridges, Fain, Garcia, Gilbert, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Literacy faculty looked at the key assignment at the end of the semester and were pleased that students continue to earn scores of 3.5/4.0 or stronger on all components. Faculty have identified Assessments and Instruction as new areas of focus. However, four of the six semesters show scores of 3.9 or above out of 4. The reason for the dip to a 3.7 in the Fall of 2019 is unclear based on this data set.</p> <p><b><u>Recommendations:</u></b> Teacher candidates are given a Case Study Guide and several exemplars that show how the key assignment should be organized. They need more encouragement to edit for conventions and grammar. Moving forward, this will be done through a peer editing process in class.</p>	Internal and External	Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time	Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment

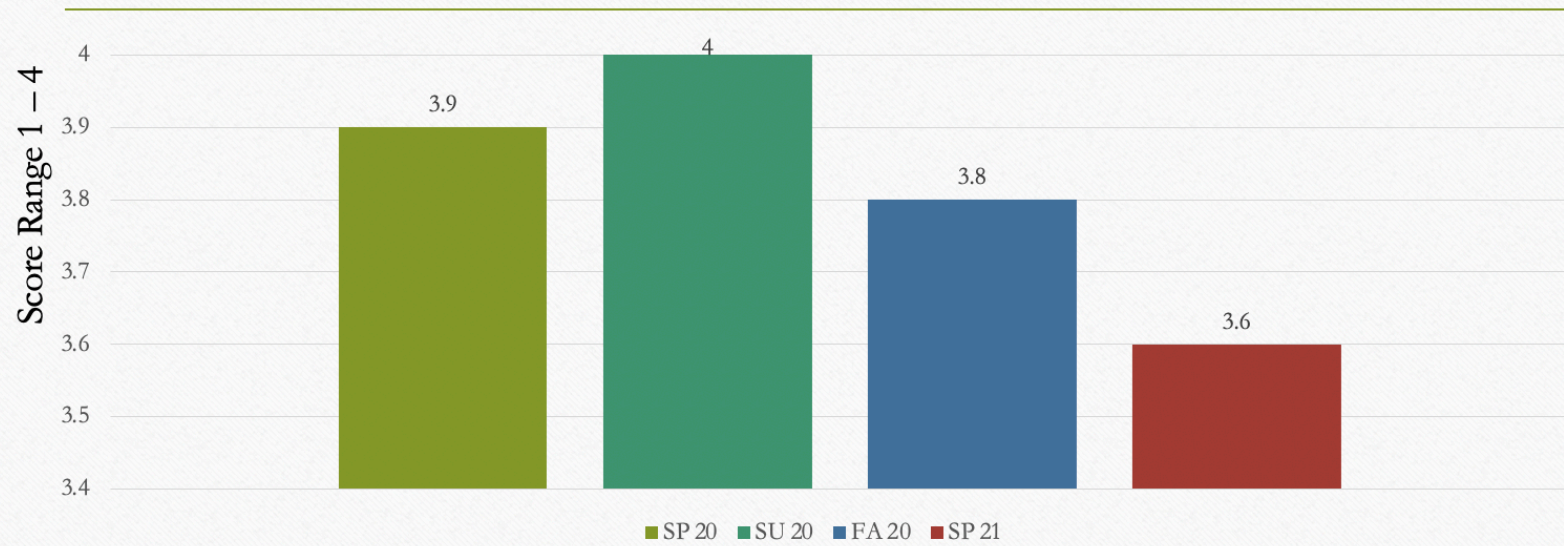


Summer 2020	<p><b><u>Analysis:</u></b> Candidates earned scores of 4.0/4.0 on all measured components this summer. Faculty are pleased with candidate success on this measure.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment</p>
Fall 2020	<p><b><u>Analysis:</u></b> Faculty analyzed candidate assessment data and observed that mean scores dropped from 4.0 but are all still above 3.6/4.0, which is well above Proficient (3.0). Instruction (3.686) and Assessments (3.771) continue to be the lowest mean scores. Teacher candidates continue to perform well in all categories on the case study rubric. The lowest score was in Instruction (still proficient). In looking at the Summer 2020 scores, all sections of the rubric being monitored were scored as perfect 4.0.</p> <p><b><u>Recommendation:</u></b> Faculty are pleased that candidates continue to perform strongly and will provide additional feedback and examples specific to Instruction and Assessment. Professors will continue to reiterate to students how to match instructional strategies to student needs. All students receiving 4.0 raises the question of whether we need</p>					<p>Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment</p>

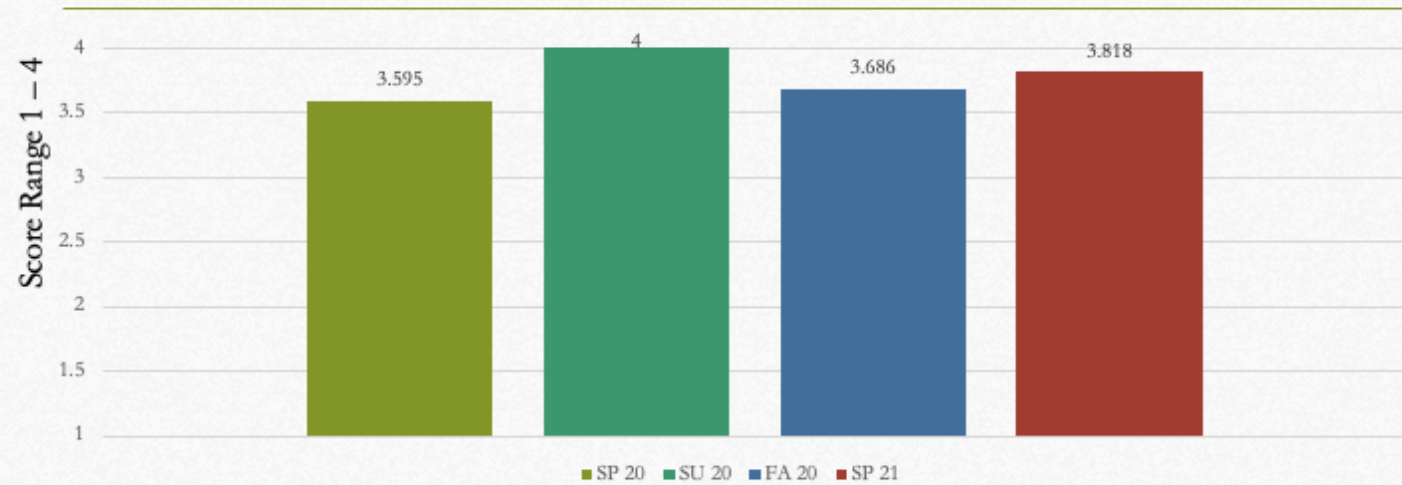
	to implement another IRR for this rubric.					
Spring 2021	<p><b><u>Analysis:</u></b> Faculty analyzed key assignment data and were pleased that Assessment and Instruction component score rose (desired trend). Candidates' Organization score dropped from 3.8 to 3.6/4.0 and will continue to be a Target area. However, faculty are pleased that all components are above 3.5/4.0 on average.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment.</p>



# Organization



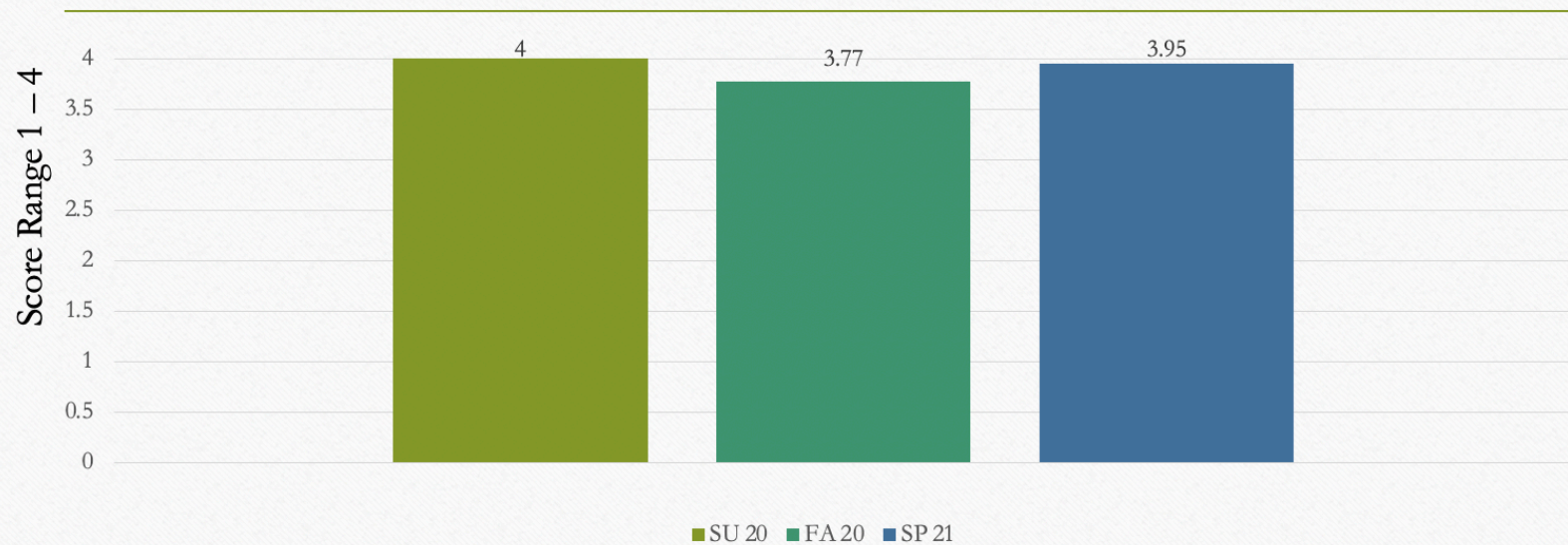
# Instruction







# Assessments





**DEPARTMENT:** College of Education –Graduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Students will communicate informational text as current issues, trends, and research in education are analyzed

**INDICATORS:** Scores on Exit Presentations in EG 5083

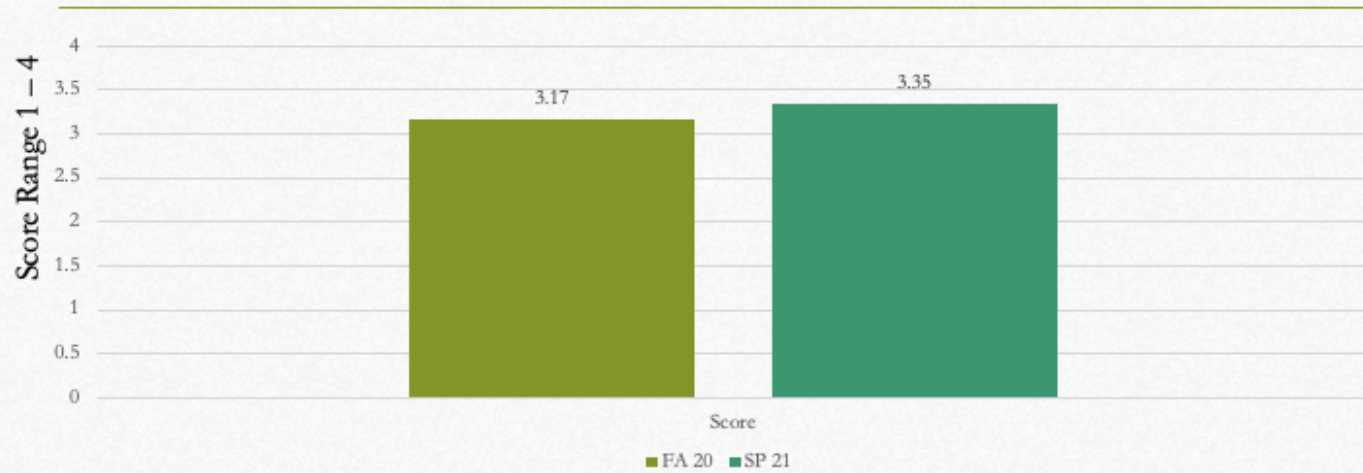
**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - Action Research Score = 3.5

**TEAM MEMBERS:** Baese, Bridges, Cochran, Fain, Fanning, Garcia, Hauptman, Parker Peters, Parsley, Simone

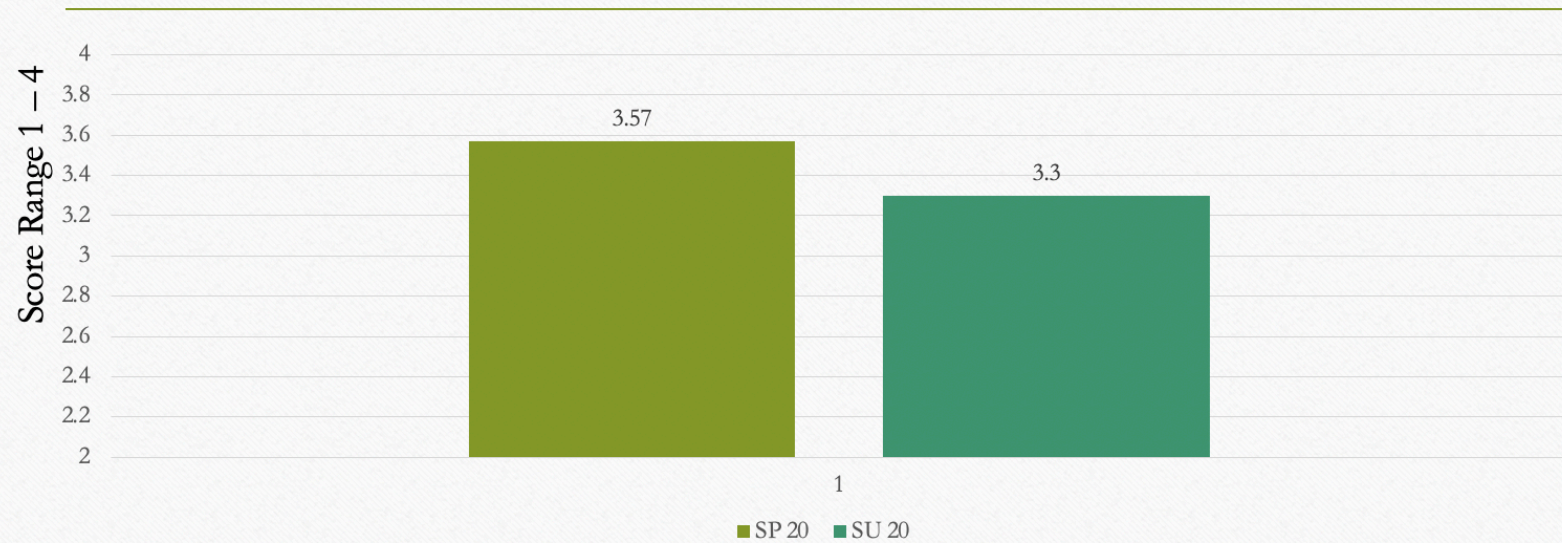
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Research faculty continue to meet as a PLC and examined key assignment scores. The mean presentation score dropped to 3.57/4.0, which is still above the goal of 3.5/4.0. COVID-19 forced all courses online at the mid-point of the semester and required candidates to present through Zoom.</p> <p><b><u>Recommendation:</u></b> The PLC is considering adjustments to the current rubric to provide more clarity for future online presentations.</p>	Internal and External	Exit Presentation as scored by the Action Research Presentation Rubric	Budget	Ongoing at this time.	Candidate mean scores dropped to 3.57/4.0, which is still above the goal. We anticipate an increase in scores.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty analyzed key assignment data at the end of the semester and noted that the mean score on the key assignment dropped from 3.5 to 3.3/4.0. It should be noted that all summer 2020 courses were moved online due to COVID-19, which may have impacted course delivery and presentation mechanisms.</p> <p><b><u>Recommendation:</u></b> Over the summer, the Research PLC developed a new rubric to use for this assignment. Faculty are now training and using the new rubric as a pilot.</p>					Candidate mean scores dropped to 3.3/4.0. We anticipate an increase in scores.

Fall 2020	<p><b><u>Analysis:</u></b> Based upon feedback from our recent accreditation visit, research faculty created a new rubric, which was piloted this semester and is meant to be more closely aligned to professional standards and assignment requirements. In this first use, candidates earned an overall presentation score of 3.17/4.0, which is above Proficient (3.0).</p> <p><b><u>Recommendation:</u></b> Because a new, updated rubric was introduced, professors need to continue to monitor this new rubric. Professors may need to continue to meet as a PLC to adjust the rubric as needed after each semester.</p> <p>No changes planned at this time as faculty want to collect more data and feedback.</p>					<p>In the first iteration of the new rubric, candidates scored 3.17/4.0 on average. We anticipate continued success for candidates.</p>
Spring 2021	<p><b><u>Analysis:</u></b> In its second iteration, candidates performed more strongly on the key assignment, earning a mean score of 3.35/4.0 (desired trend).</p> <p><b><u>Recommendation:</u></b> Research faculty will continue inter-rater training and to meet as a PLC to share ideas to support continued success on this assignment.</p>					<p>Candidates' scores rose to 3.35/4.0. We anticipate an increase in scores.</p>

# IP Action Research Presentation



# IP Action Research Presentation



# Special Education

## *Learning Objectives*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will develop Individual Education Plans based upon state standards that involve

1. the use of present levels of performance
2. relevant and incremental goals/objectives
3. progress monitoring through valid and reliable formative and summative measures

**INDICATORS:** Individual Education Plan assessed with IEP Rubric in EGSE 5033 Special Education Law

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0

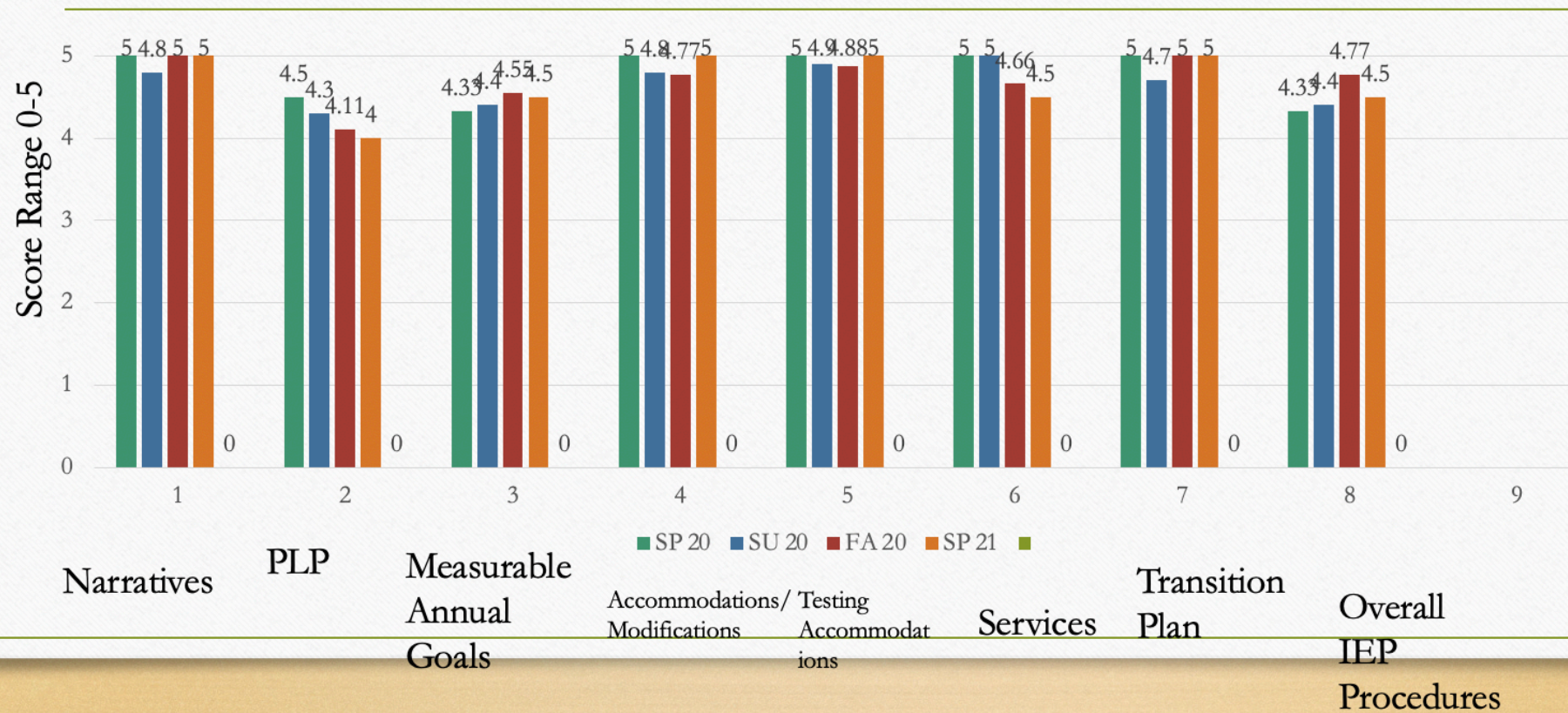
**TEAM MEMBERS:** Baese, Bridges, Fain, Garcia, Hampton, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> With the second use of the new rubric, students earned scores of 4.3/5.0 or stronger on all measured components, representing an increase in scores (desired trend).</p> <p><b><u>Recommendation:</u></b> We will continue to use the new rubric and provide feedback based upon the aligned standards.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Summer 2020	<p><b><u>Analysis:</u></b> SPED faculty reviewed candidate performance and were pleased that candidates earned scores of 4.3/5.0, which are high, stable scores demonstrating candidate success with the content.</p> <p><b><u>Recommendation:</u></b></p>					Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.

	No changes planned at this time.					
Fall 2020	<p><b><u>Analysis:</u></b> Faculty analyzed candidate performance and observed that scores were at least 4.1/5.0 across all measured components.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend).</p> <p><b><u>Recommendation:</u></b> Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric.</p>					Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.



# IEP Rubric 2019



# College of Education

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*Med Advanced Programs*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to develop plans for communication and parent-community engagement based on identified needs

**INDICATORS:** Parent and Community Communication Plan Executive Summary assessed with Action Plan Rubric in EG 5263 Communication & Community

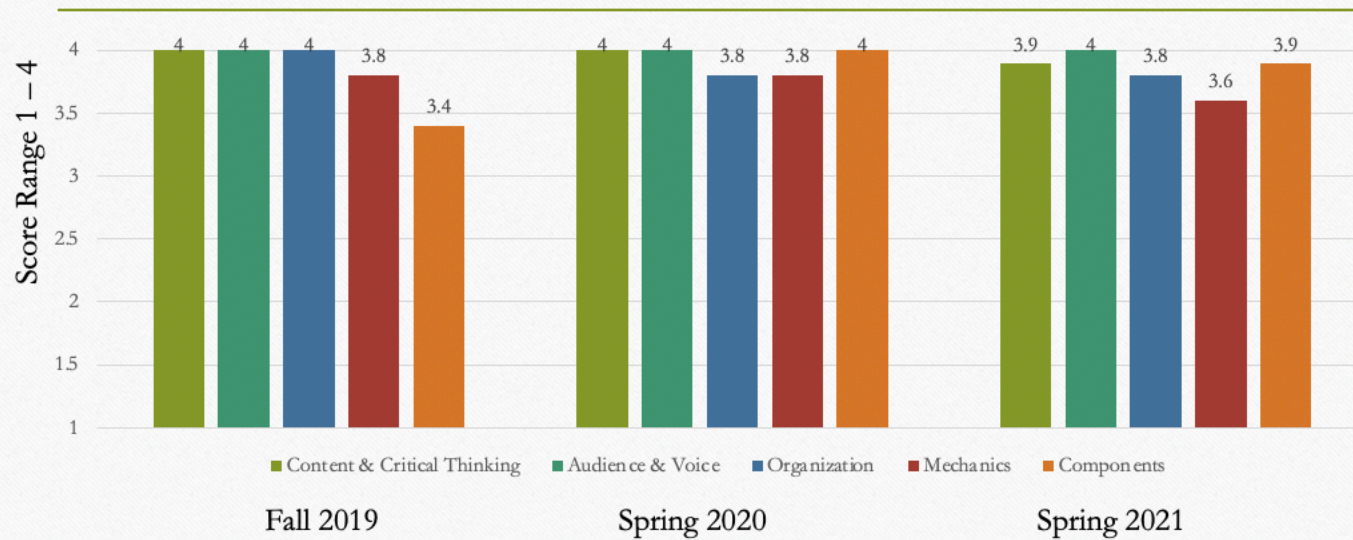
**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2017 - (Conventions Score = 3.8)

**TEAM MEMBERS:** Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> In the second use of the new rubric, faculty observed strong student performance, with scores ranging from 3.5 to 3.8/4.0 on all measured components.</p> <p><b><u>Recommendation:</u></b> Faculty will continue to use the new rubric and will continue to provide additional examples, as this practice produced strong scores.</p>	Internal and External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.5/4.0 to 3.8/4.0. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, scores increased to 3.6/4.0 (Mechanics) to 4.0/4.0 (Audience and Voice) on average, representing a desired trend.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Component scores ranged from 3.6/4.0 to 4.0/4.0. We anticipate an increase in scores



# Action Plan Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will be able to reflect on their own leadership philosophy and style and identify their personal leadership strengths and challenges

**INDICATORS:** Leadership Strengths Reflection Analysis assessed with Writing Rubric in EG 5233 Leadership Behavior and Practice

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - (3.4/4.0)

**TEAM MEMBERS:** Bridges, Fain, Milligan, Forman, Garcia, Hasty, Hauptman Parker Peters, Parsley, Sanders, Simone

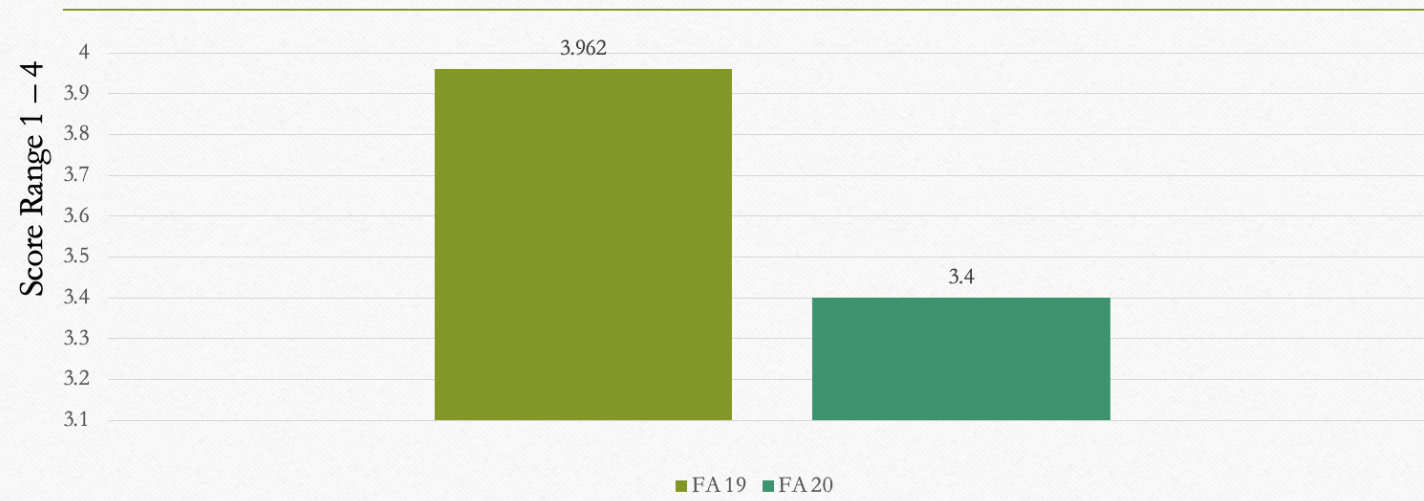
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><b><u>Analysis:</u></b> This semester, all component scores dropped to 3.4/4.0 on average. This is still above 3.0- Proficient. However, scores have decreased. This is the first term the course has been taught since the onset of COVID-19.</p> <p><b><u>Recommendation:</u></b> Course changes due to COVID-19 will be evaluated to see what differences may have led to student score decreases.</p>	Internal & External	Writing Rubric in EG 5233 Leadership Behavior and Practice	Budget	Ongoing at this time	Mean scores dropped to 3.4/4.0 across all measured components. We anticipate an increase in scores.



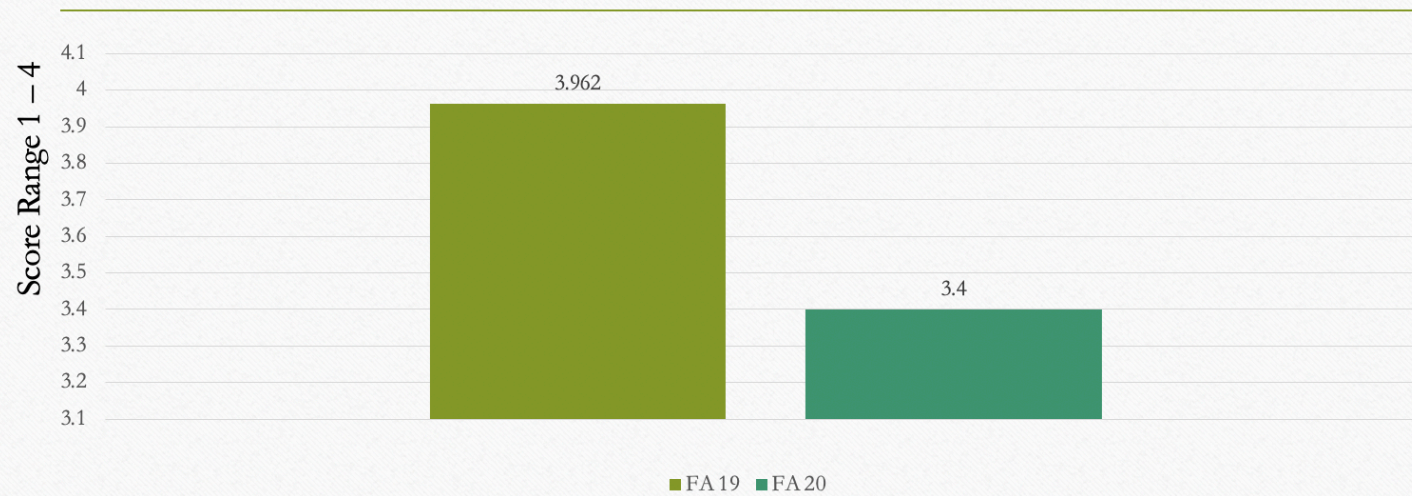




# Word Choice

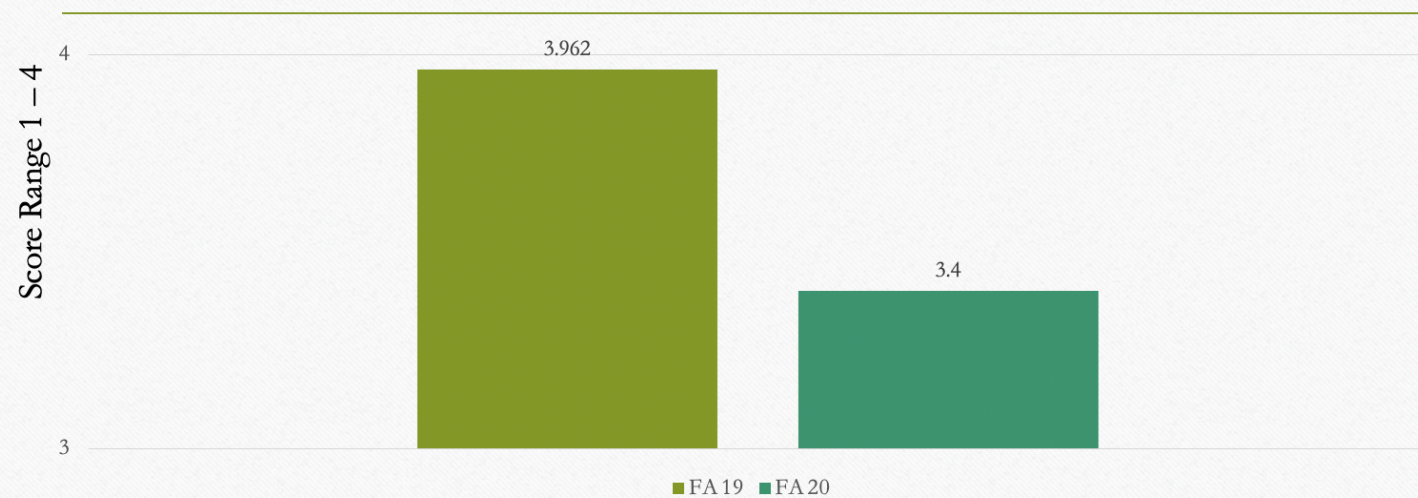


# Organization





# Audience & Voice



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Candidates will evaluate student achievement data in combination with appropriate educational research to design and carry out an action research project that will give them the skills needed to create a school or classroom improvement plan

**INDICATORS:** Action Research Exit Presentation assessed with Action Research Project Presentation Rubric in EG 5363 Action Research or EGSE 5063 Research Methods in Behavior Analysis or EG 5083 Research in Classroom Practice or EG 5383 Accountability, Research, and Assessment. In Fall 2020, the key assignment was changed to the Action Research Paper, and a new rubric was adopted.

**PRESENT LEVEL OF PERFORMANCE:** 2020 (Mean Score 3.0)

**TEAM MEMBERS:** Baese, Bridges, Cochran, Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Parker Peters, Parsley, Simone

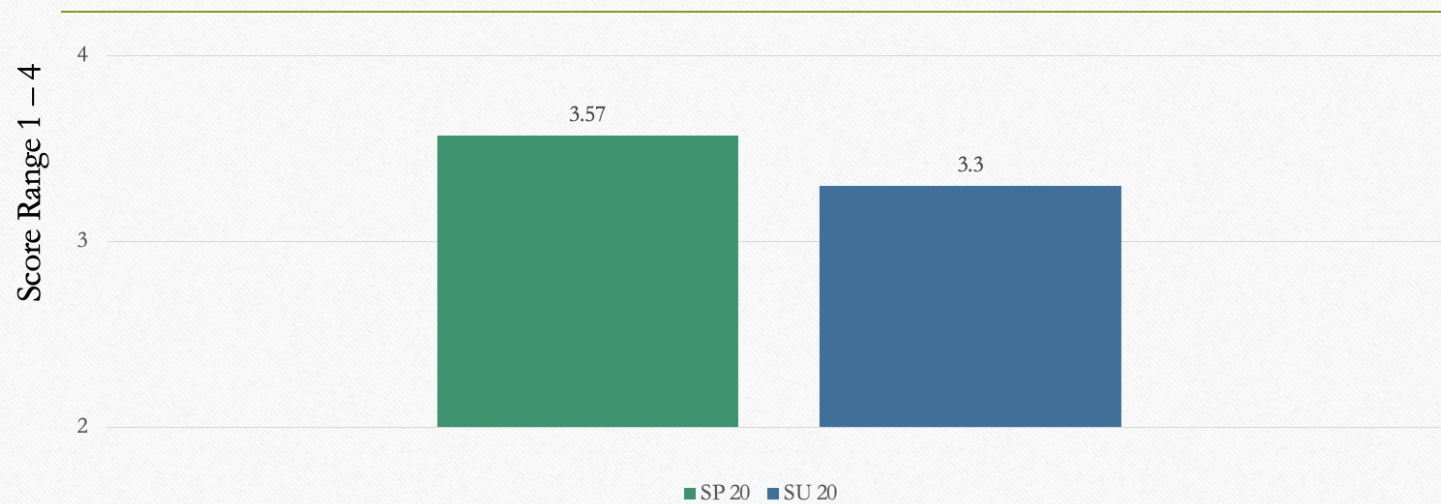
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<u><b>Analysis:</b></u> Research PLC faculty examined performance data at the end of the term and observed that the mean presentation score dipped to 3.57/4.0 on average. This is still above Proficient on average. The PLC noted that the School Counseling program's research course has been added, and scores in this section were slightly lower than others. In addition, COVID-19 moved all classes online, including presentations which may have impacted student performance. The PLC is revising the rubric for future	Internal & External	Action Research Project Presentation Rubric from Exit Presentation	Budget	Ongoing at this time	Candidate key assignment scores lowered to 3.57/4.0 on average. We anticipate an increase in scores.

	<p>semesters to accommodate online presentations.</p> <p><b><u>Recommendation:</u></b> The PLC will discuss how to better prepare students for online research presentations should the need arise.</p>					
Summer 2020	<p><b><u>Analysis:</u></b> At the end of the summer term, Research faculty evaluated candidate performance on the research presentation. Faculty noted that due to COVID-19, all courses were taught remotely, which may have impacted course delivery, feedback, and student presentation modality. Across research courses, the mean presentation score dropped from a 3.5 to a 3.3 overall. This exceeds the goal of 3.0/4.0.</p> <p><b><u>Recommendation:</u></b> The Research PLC created new rubrics for the key assignment presentation over the summer. Different rubrics will be used by courses that implement a proposal versus professional development. In addition, language has been clarified to assist with remote presentation options. Faculty will begin training on and piloting the new rubrics once they have passed college vote.</p>					<p>Candidate scores have decreased to 3.3/4.0. We anticipate an increase in scores.</p>

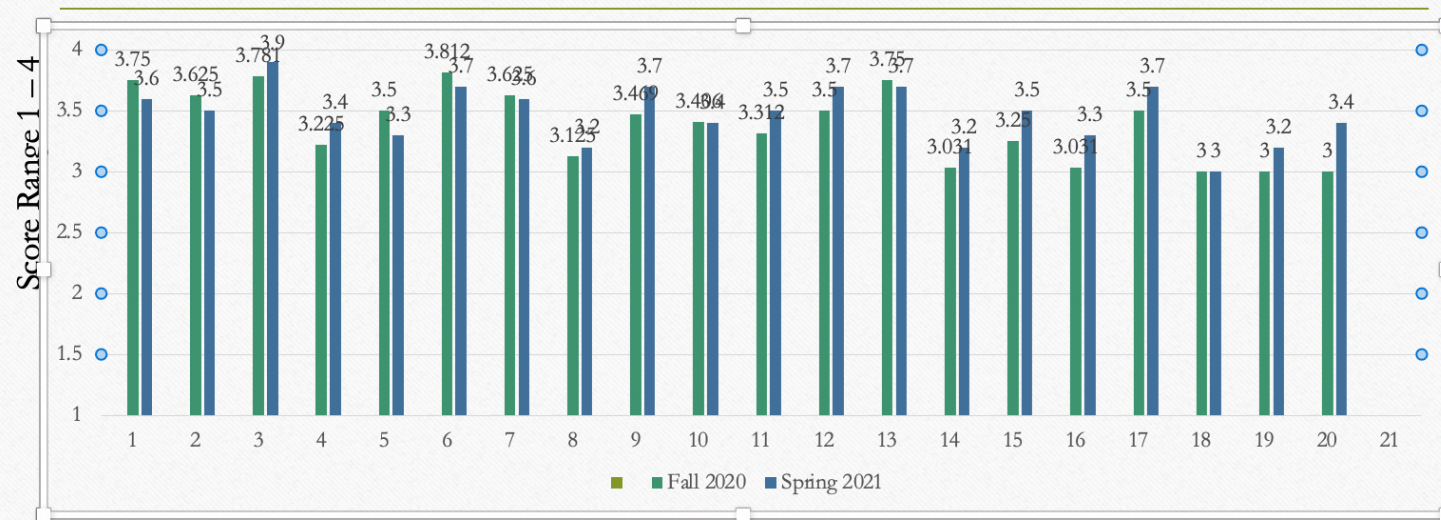


Fall 2020	<p><b><u>Analysis:</u></b> New rubrics were employed this semester to better match the appropriate standards and level of rigor required by the key assignment (research proposal/action research). In addition, the key assignment has changed from a presentation to a research paper to better match course requirements. In this first iteration, candidate performance is strong in the main. Lower scores (3.0/4.0) are in areas of Writing Quality, APA, and Organization. However, these scores are still considered Proficient.</p> <p><b><u>Recommendation:</u></b> Research faculty will emphasize writing quality and university resources as a part of the revision process.</p>					All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, Writing Quality and APA style continue to be the lower mean scores, though they are 3.0/4.0 and 3.2/4.0 on average (above Proficient).</p> <p><b><u>Recommendation:</u></b> Research faculty will continue emphasize writing quality and university APA resources as a part of the revision process.</p>					All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.

# Research Presentations



# Action Research Paper





# Collaborative Professional Learning

*Learning Objectives*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will collaborate with colleagues to create a professional learning plan that is team-based, job-embedded, sustained, and aligned with content standards

**INDICATORS:** Collaborative Professional Learning Action Plan assessed with Action Plan Rubric in EG 5033 Leadership in Collaborative Professional Learning

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 4.0/4.0.

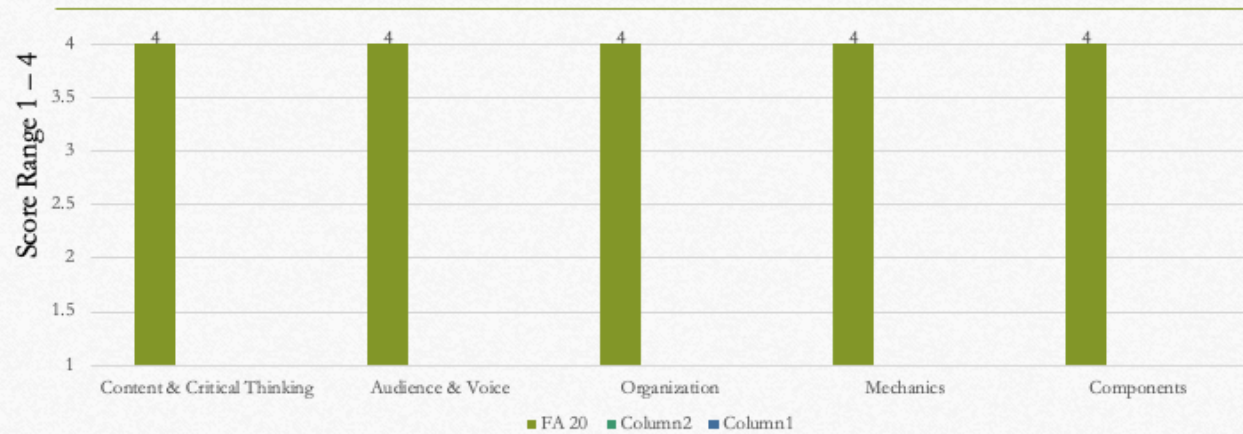
**TEAM MEMBERS:** Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Milligan, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><b><u>Analysis:</u></b> This semester, the faculty team switched the assessment to the Leadership in Collaborative Professional Learning Action Plan Rubric to better represent the content acquisition and rigor expected of candidates. In this first iteration, only 2 candidates were enrolled in the course. Both performed strongly, earning scores of 4.0/4.0 on all components. However, faculty await greater feedback once more candidates are assessed using the new rubric.</p> <p>1. <b><u>Recommendation:</u></b> No changes planned at this time. Faculty want to use new rubric with a</p>	Internal and External	Action Plan Rubric in EG 5033 Leadership in Collaborative Professional Learning	Budget	Ongoing at this time.	Candidate scores are 4.0/4.0 in all measured areas. We anticipate continued success for candidates.



	greater number of candidates.					

## Leadership in Collaborative Professional Learning Action Plan



# College of Education

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*Med Advanced Programs- Part II*

**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will demonstrate the coaching skills of active listening, paraphrasing, powerful questioning, reflective feedback

**INDICATORS:** Coaching Implementation Plan assessed with the Writing Rubric in EG 5273 Coaching Models and Practices; Spring 2020 Instructional Coaching Models Action Plan Rubric

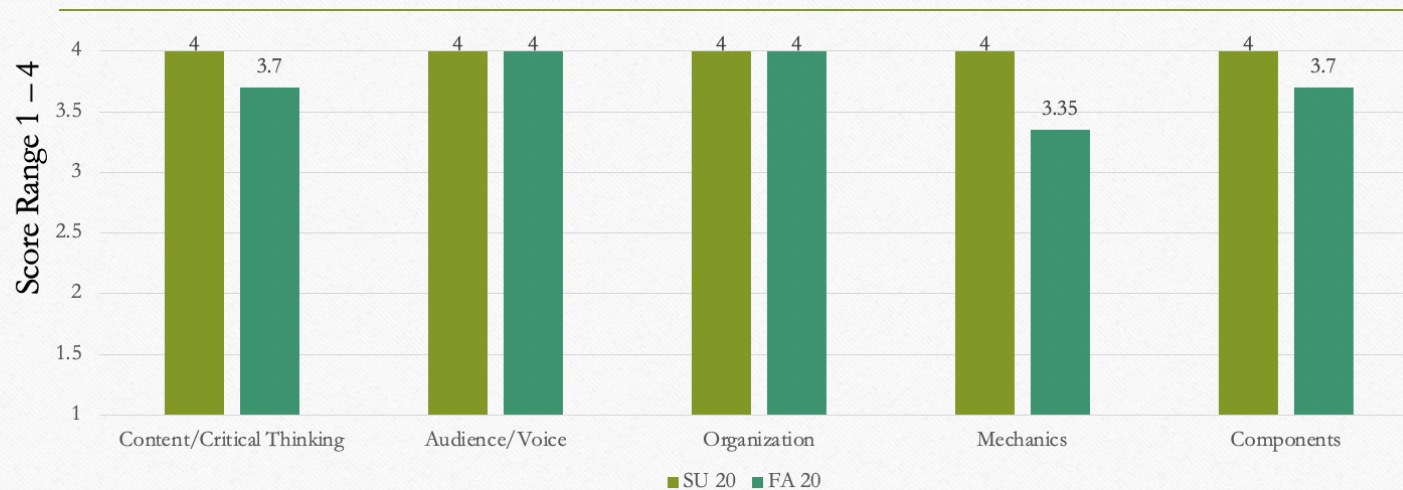
**PRESENT LEVEL OF PERFORMANCE:** Baseline - 2020: Conventions Score = 3.5 Ideas Score = 3.57

**TEAM MEMBERS:** Baese, Bridges, Fain, Milligan, Garcia, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<b><u>Analysis:</u></b> In Spring 2020, the team began evaluating the key assignment with the Instructional Coaching Models Action Plan Rubric, which was deemed a more valid metric of candidate performance and growth on this key assignment.	Internal/External		Budgeted		
Summer 2020	<b><u>Analysis:</u></b> In its first use, candidates earned 4.0/4.0 across all measured components on the Coaching Models Action Plan Rubric.  <b><u>Recommendation:</u></b> Faculty are pleased that candidates are performing well on the new rubric and have no changes planned at this time.					Candidates earned 4.0/4.0 on the components of the new rubric. We anticipate continued success for candidates.

Fall 2020	<p><b><u>Analysis:</u></b> In its second iteration, students still performed strongly. All components had mean scores of 3.35/4.0 or stronger, though 3 components (Content &amp; Critical Thinking; Components; Mechanics) dropped from 4.0/4.0. These scores are still well above Proficient (3.0/4.0).</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>Candidates earned mean scores of 3.7-4.0/4.0 on all measured components. We anticipate continued success for our candidates.</p>
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# Coaching Models Action Plan Rubric





# Educational Leadership

*Learning Objectives*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will analyze a school’s achievement and value-added data to determine strengths and weaknesses and create a plan for action

**INDICATORS:** Successful completion of TVAAS Assessment Modules in EG 5483 Instructional Leadership

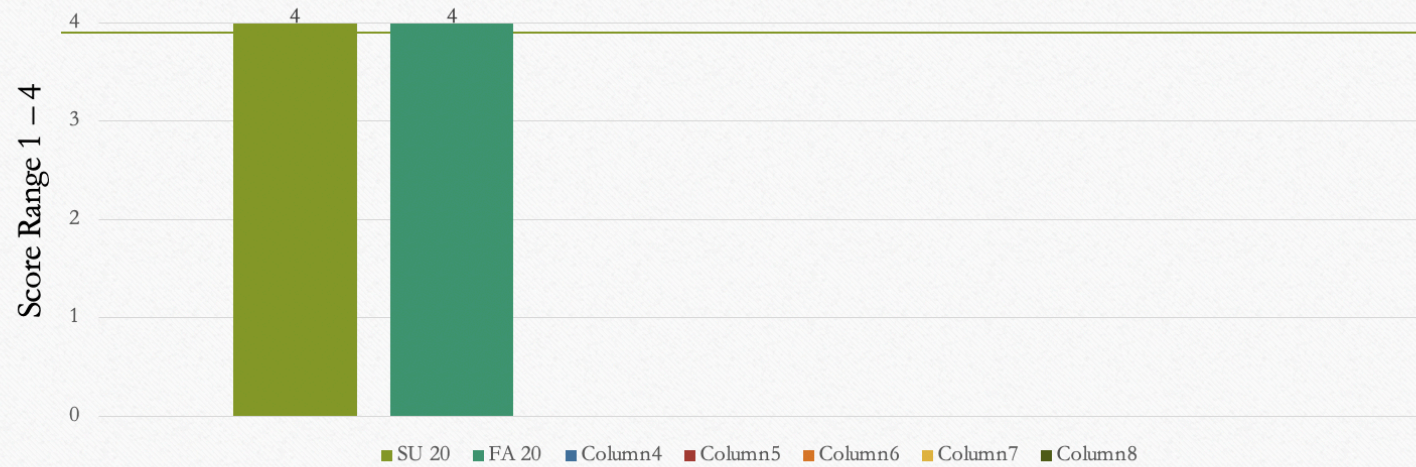
**PRESENT LEVEL OF PERFORMANCE:** Baseline - 2020 4.0/4.0

**TEAM MEMBERS:** Cochran, Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty examined student performance on the TVAAS module for a final time before integrating the new module and rubric. All candidates earned proficient scores.</p> <p><b><u>Recommendation:</u></b> Research faculty will evaluate the utility of the new module and rubric after its initial use in Fall 2020.</p>					We anticipate continued student growth as we implement the new TVAAS assignment.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty introduced a new TVAAS module and assessment this term. The module was developed by the data coach at our partner district, and we collaborated to create the module and its assessment. The new assessment is much more specific to our learners’ needs</p>					In its first use, candidates earned 4.0/4.0 on the TVAAS assessment. We anticipate continued success for candidates.

	<p>in terms of learning how the TVAAS data can be used for school improvement.</p> <p><b><u>Recommendation:</u></b> In its first use, all candidates earned 4.0/4.0 on the key assignment. Faculty want to monitor feedback and success another semester before considering changes.</p>					
Fall 2020	<p><b><u>Analysis:</u></b> In its second iteration, all candidates earned 4.0/4.0 on the key assignment. Faculty are pleased with the enhanced rigor and relevance in the new key assignment and rubric.</p> <p><b><u>Recommendation:</u></b> Faculty want to monitor feedback and success another semester before considering changes as needed.</p>					<p>Candidates earned 4.0/4.0 on the TVAAS assessment. We anticipate continued success for candidates.</p>

# New TVAAS Module





# English Language Learning

*Learning Objectives*



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will analyze the needs of an EL child, including diagnosis of language learning needs and recommendations for instructional interventions

**INDICATORS:** Case Study assessed with Writing Rubric in EGEL 5013 Theory & Practice in Second Language Acquisition

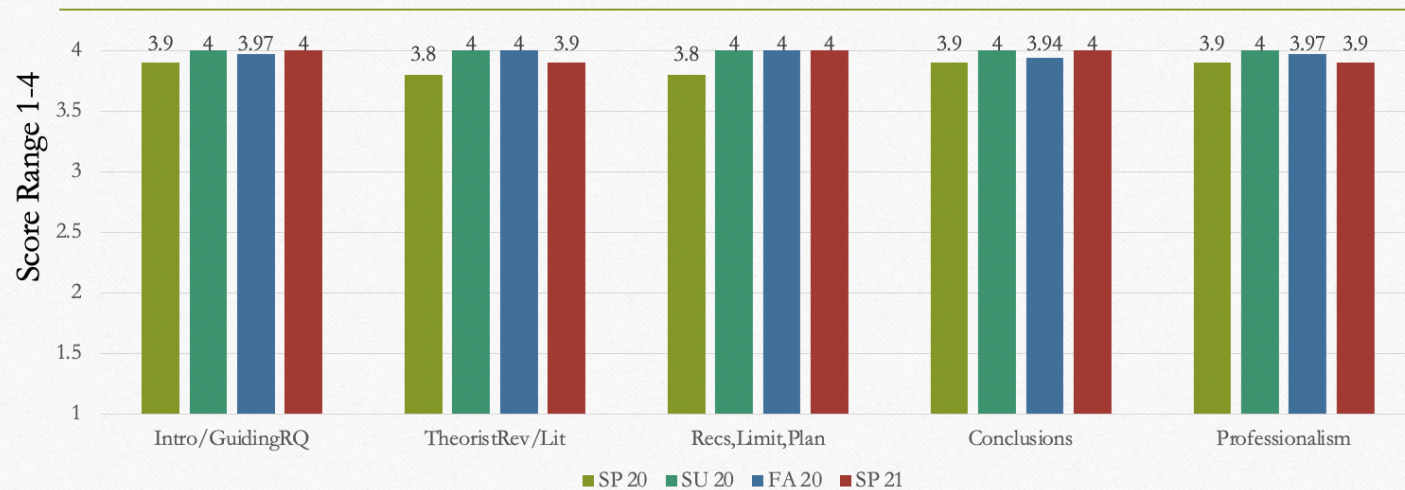
**PRESENT LEVEL OF PERFORMANCE:** Baseline - 2017 Ideas Score = 4.0 Organization Score = 3.5

**TEAM MEMBERS:** Baese, Bridges, Cochran, Fain, Milligan, Forman, Garcia, Hauptman, Hasty, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty evaluated student performance on key assignments at the end of the term. Student scores on all components of the rubric were above 3.5/4.0 or stronger; this metric reflects the revision of this rubric to use the COE 1-4 rubric scale.</p> <p><b><u>Recommendation:</u></b> The Writing Rubric will be changed and updated to include a more rigorous assessment in future semesters.</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued growth on this assignment as the rubric increases its rigor.
Summer 2020	<p><b><u>Analysis:</u></b> The revised case study was evaluated at the end of the term. Program faculty were pleased that candidate mean</p>					Candidates maintained a strong performance on all areas of the key assignment. We

	<p>scores across components were 3.9/4.0 or stronger.</p> <p><b><u>Recommendation:</u></b></p> <p>The COE Writing rubric is under revision and may allow for greater rigor and relevance as a metric in the future.</p>					anticipate continued growth on this assignment as the rubric increases its rigor.
Fall 2020	<p><b><u>Analysis:</u></b></p> <p>The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b></p> <p>No changes planned at this time.</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.
Spring 2021	<p><b><u>Analysis:</u></b></p> <p>Upon analysis, faculty observed that candidates earned scores of 3.9/4.0 or stronger on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b></p> <p>No changes planned at this time.</p>					Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.

# EGEL 5013/6013: Major Inquiry



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will develop a Family Engagement Plan for families of EL students of diverse educational, cultural, and social background, including students with special education needs

**INDICATORS:** Family Engagement Plan assessed with Writing Rubric in EGEL 5053 Culture, Communication, and Community in the ELL Classroom

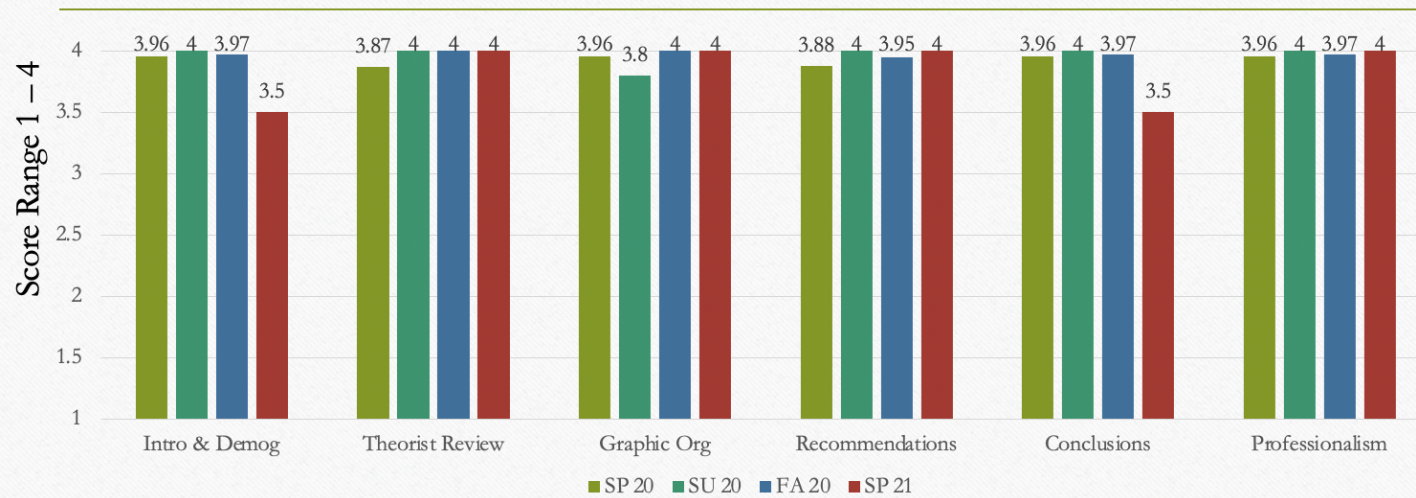
**PRESENT LEVEL OF PERFORMANCE:** Baseline - Spring 2020 3.8/4.0

**TEAM MEMBERS:** Cochran, Fain, Milligan, Forman, Garcia, Hasty, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Faculty modified the rubric to align with other COE rubrics this semester. It now has a 4-point scale. Mean scores this semester were 3.8/4.0 or stronger across measured components.</p> <p><b><u>Recommendations:</u></b> No changes planned at this time.</p>					Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate an increase in scores.
Summer 2020	<p><b><u>Analysis:</u></b> Faculty evaluated candidate performance at the end of the term and were pleased that candidates earned scores of 3.9/4.0 or stronger across components on the key assignment.</p> <p><b><u>Recommendation:</u></b></p>					Candidates' component scores were 3.9/4.0 or stronger on all measured components. We anticipate an increase in scores.

	No additional changes planned at this time.					
Fall 2020	<p><b><u>Analysis:</u></b> The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Candidates' component scores were 3.9/4.0 or stronger on all measured components. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, program faculty observed that all component mean scores were 3.5/4.0 or stronger (above Proficient).</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Candidate mean scores continue to be above Proficient (3.0) on all measured components. We anticipate continued success for our candidates.

# Family Action Plan





# Reading Specialty

*Learning Objectives*

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will create a reading program for a school that includes phonics, phonemic awareness, comprehension, fluency, vocabulary, and writing

**INDICATORS:** Literacy Program Design Project assessed with the Literacy program rubric in EG 5743 Leadership in Balanced Literacy; Spring 2020 Literacy Program Design Rubric

**PRESENT LEVEL OF PERFORMANCE:** Baseline - 2019 Recommendations & Design Score = 3.5/4.0

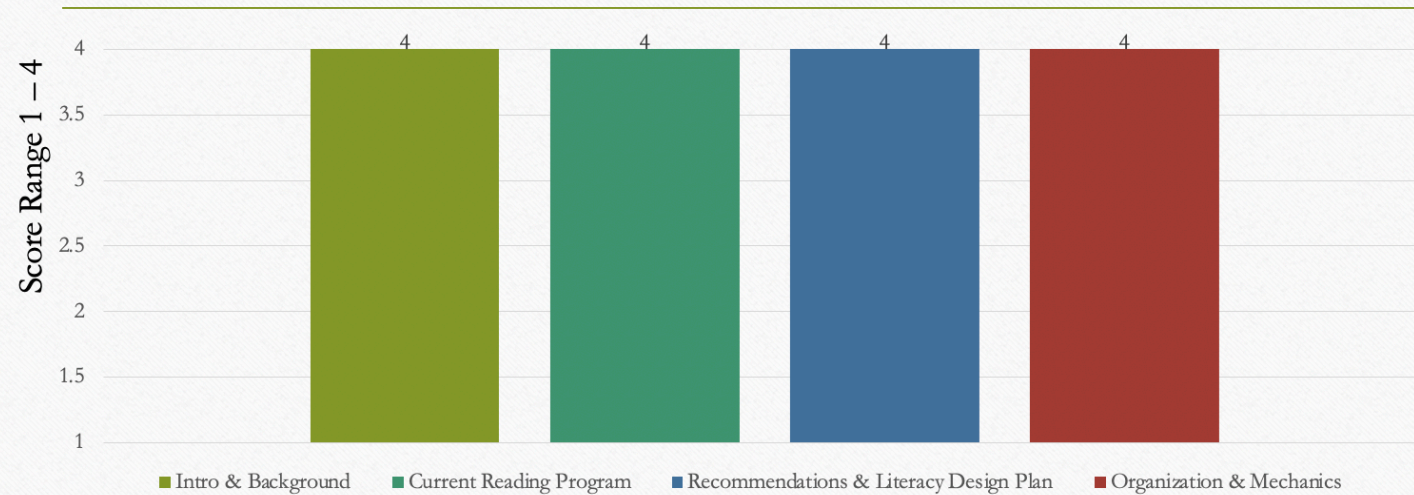
**TEAM MEMBERS:** Cochran, Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2019	<p><b><u>Analysis:</u></b> Faculty analyzed student performance at the end of the term. All scores on the Key Assignment Rubric are above 3.5. However, the Organization mean score has dropped to 3.75.</p> <p><b><u>Recommendation:</u></b></p> <ol style="list-style-type: none"> <li>1. Faculty will share strategies for organization and allow early submissions to allow opportunities for revision.</li> </ol>	Internal/External		Budgeted		All mean scores are above 3.5/4.0. We anticipate that scores will continue to rise.

Spring 2020	<p><b><u>Analysis:</u></b> This rubric was revised slightly to better represent content required for mastery in the course and key assignment. In this first iteration, all candidates earned Proficient scores (4.0/4.0 on all components).</p> <p><b><u>Recommendation:</u></b> Faculty will compare utility of the new rubric to the old and will provide targeted feedback using components as matched to professional standards.</p>					<p>All mean scores are above 3.5/4.0. We anticipate that scores will continue to rise.</p>
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# Literacy Program Design Rubric

Spring 2020



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Master of Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will assess readers at all levels and prescribe interventions

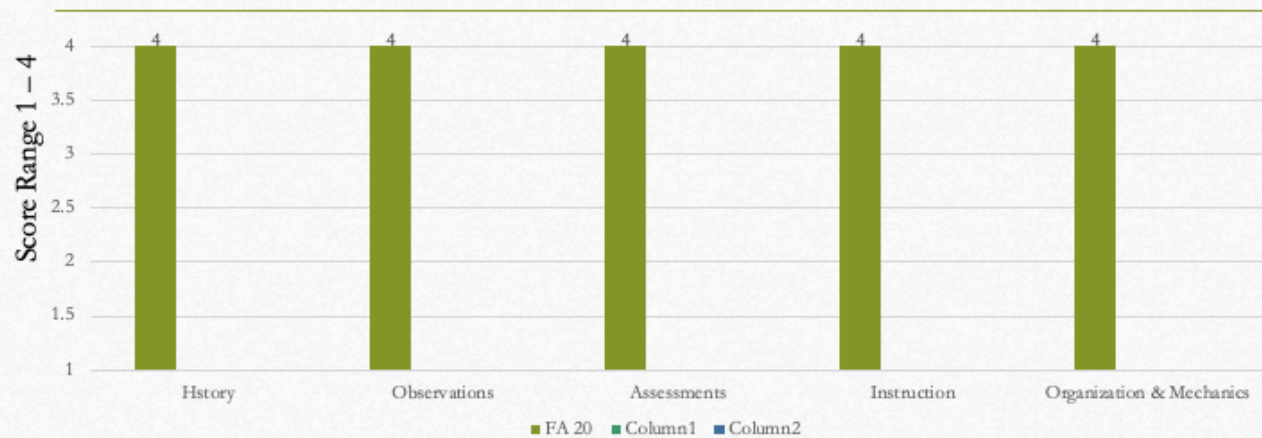
**INDICATORS:** Reading Assessment Case Study assessed with Case Study Rubric in EG 5773 Diagnosis & Remediation of Reading Difficulties; Spring 2020  
Case Study Rubric- Reading Specialist

**PRESENT LEVEL OF PERFORMANCE:** Baseline – 2019 Assessments 4.0/4.0

**TEAM MEMBERS:** Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2019	<p><b><u>Analysis:</u></b> Candidate scores maintained at 4.0/4.0 across all components on average.</p> <p><b><u>Recommendation:</u></b> Faculty will continue to offer specific examples of Instruction earlier in the term to continue this level of success.</p>					Candidates earned mean scores of 4.0/4.0 in all measured components on the key assignment (desired trend). We anticipate continued success on this assignment.
Fall 2020	<p><b><u>Analysis:</u></b> This semester, faculty piloted a slightly revised Case Study rubric specifically tailored to the Reading Specialty program. Rigor is higher and more specific to candidate areas of expected mastery. In this first iteration, all candidates earned 4.0/4.0 across components.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time. Faculty want to collect more data using new rubric.</p>					All components were 4.0/4.0. We anticipate continued success for our candidates.

## Reading Case Study- 2020





# **Special Education- Gifted**

**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**Switch to Advocacy course Key assignment for Spring 2022:** Candidates will create an advocacy plan related to an issue or need in gifted education involving collaborative practices among multiple stakeholders.

<https://docs.google.com/document/d/1Wzu6iRHxhKF0TyOCKatTuMccXkI9A8FR/edit?ts=60e47aec>

**DEPARTMENT:** College of Education –Graduate Advanced Program (Gifted Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will identify and research a topic in the field of gifted education. They will use at least 3 peer-reviewed sources to learn more about this issue and present it coherently.

**INDICATORS:** Issues Project assessed with Issues assignment rubric in EG 5593 Characteristics and Needs of Gifted Learners

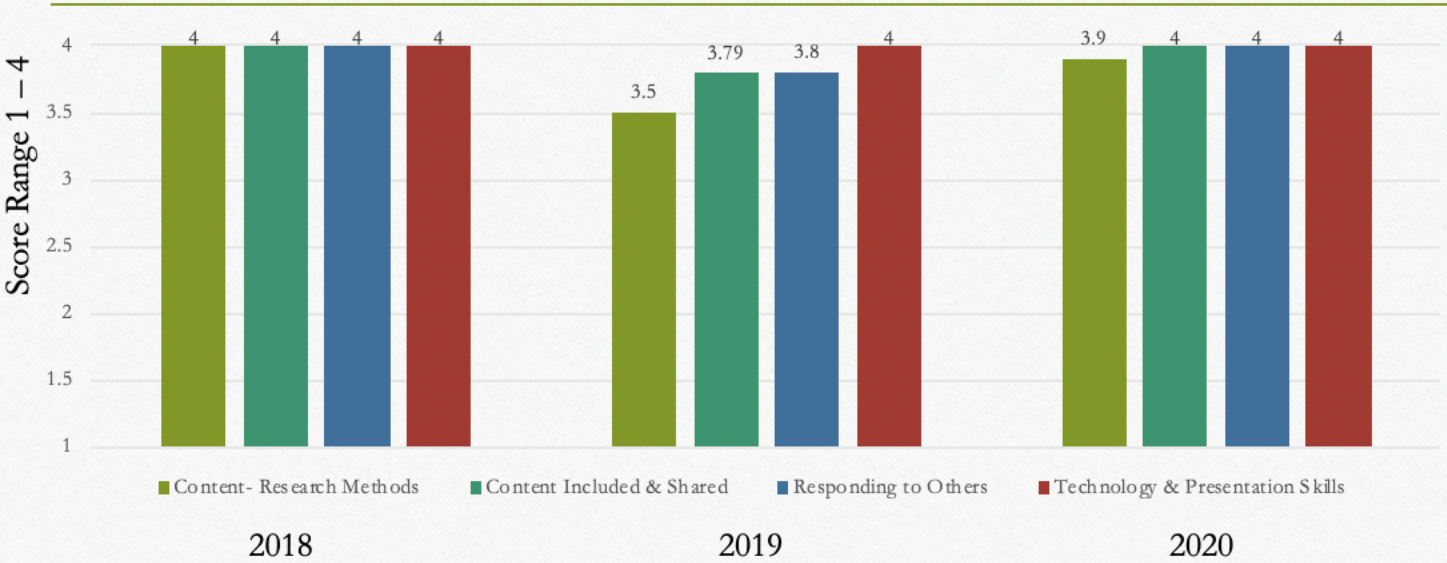
**PRESENT LEVEL OF PERFORMANCE:** Baseline – Summer 2019. Issues presentation = 95 points (out of 100; 3.5/4.0)

**TEAM MEMBERS:** Milligan, Mofield, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2019	<p><b><u>Analysis:</u></b> On this second iteration, candidates' mean scores were all 3.5/4.0 or stronger.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Candidate scores are strong (above 3.5/4.0 in all measured areas). We anticipate continued growth for candidates.
Summer 2020	<p><b><u>Analysis:</u></b> At the end of the term, faculty examined the candidates' performance on the key assignment and observed that all candidates earned scores of 3.9/4.0 or stronger on all measured components.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time. This assignment proves to be</p>					Candidate scores are strong (above 3.5/4.0 in all measured areas). We anticipate continued growth for candidates.

	rigorous and produces positive candidate outcomes.					
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# Issues Project



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (Gifted Education)

**OPPORTUNITY FOR IMPROVEMENT:** Students will create a mini-unit containing multiple lessons for gifted learners using theory and models used from the course. Create materials and lesson plans using differentiation instructional strategies for gifted learners. Candidates will apply principles of evidence-based differentiated and accelerated practices to enhance critical and creative thinking, problem-solving, and performance skills of gifted students.

**INDICATORS:** Unit Plan assessed with the Gifted Unit Plan program rubric in EG 5673 Curriculum, Planning, and Instruction for Gifted Learners

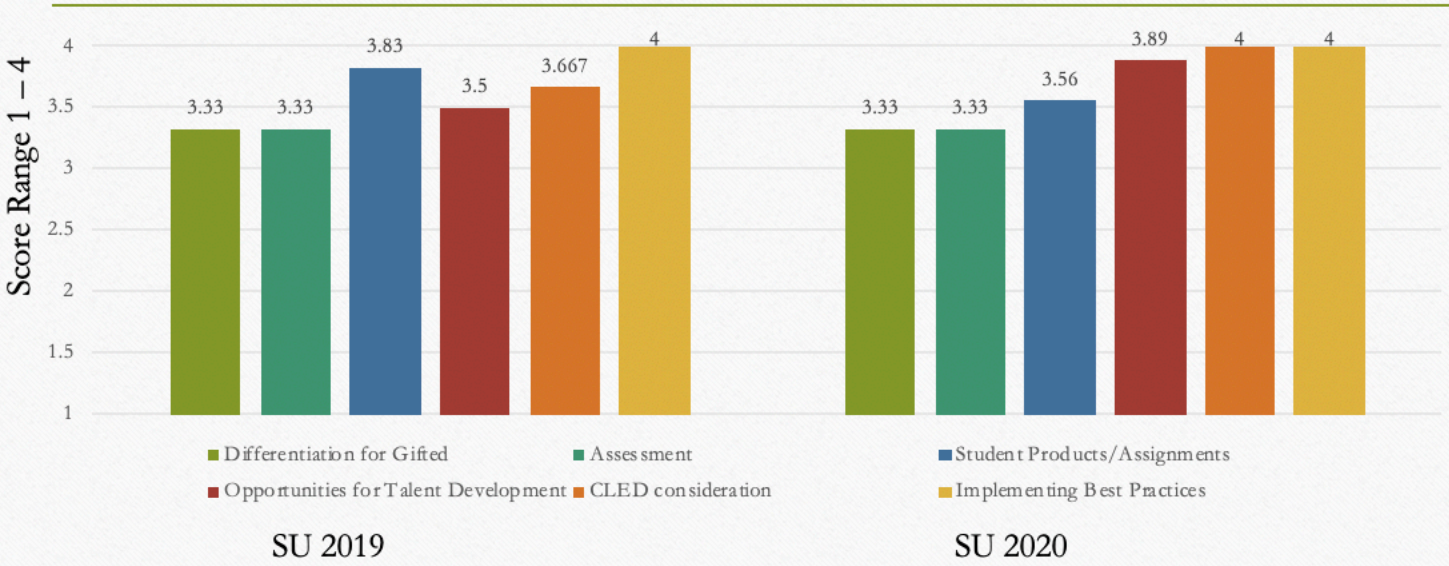
**PRESENT LEVEL OF PERFORMANCE:** Baseline – Summer 2019. Mini Unit = 95 points (out of 100); 3.5/4.0

**TEAM MEMBERS:** Milligan, Mofield, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2019	<p><b><u>Analysis:</u></b> Faculty reviewed candidate performance data at the end of the summer term and were pleased that all component scores were above 3.0/4.0 on average.</p> <p><b><u>Recommendations:</u></b> No changes planned at this time. Faculty are still learning the utility of the assessment.</p>					All key assignment component scores are above 3.0/4.0 on average. We anticipate continued growth for candidates.
Summer 2020	<p><b><u>Analysis:</u></b> At the end of the term, faculty reviewed candidate performance and were pleased that all components were 3.3/4.0 or stronger.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Candidate scores on all measured components are 3.3/4.0 or stronger. We anticipate an increase in scores.

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# Gifted Unit Plan



Add Gifted Practicum course starting Spring 2022: Evaluate and develop a spectrum of services for a gifted program, including a mission, philosophy, scope and sequence related to program goals, curriculum, and plan for sustainability and assessment. An emphasis is placed on creating equitable programs for high-potential students from underrepresented groups.

<https://docs.google.com/document/d/1Wzu6iRHxhKF0TyOCKatTuMccXkI9A8FR/edit?ts=60e47aec>

# School Counseling



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (School Counseling)

**OPPORTUNITY FOR IMPROVEMENT:** Students will reflect on the personal qualities that a school counselor should possess to successfully engage students in the counseling process.

**INDICATORS:** Professional Development Paper assessed in EG 5473 Guidance and Counseling

**Is this meeting needs of course and assignment? Alignment?**

**PRESENT LEVEL OF PERFORMANCE:** Baseline – Fall 2018. Professional Development Paper Score = 3.3/4.0

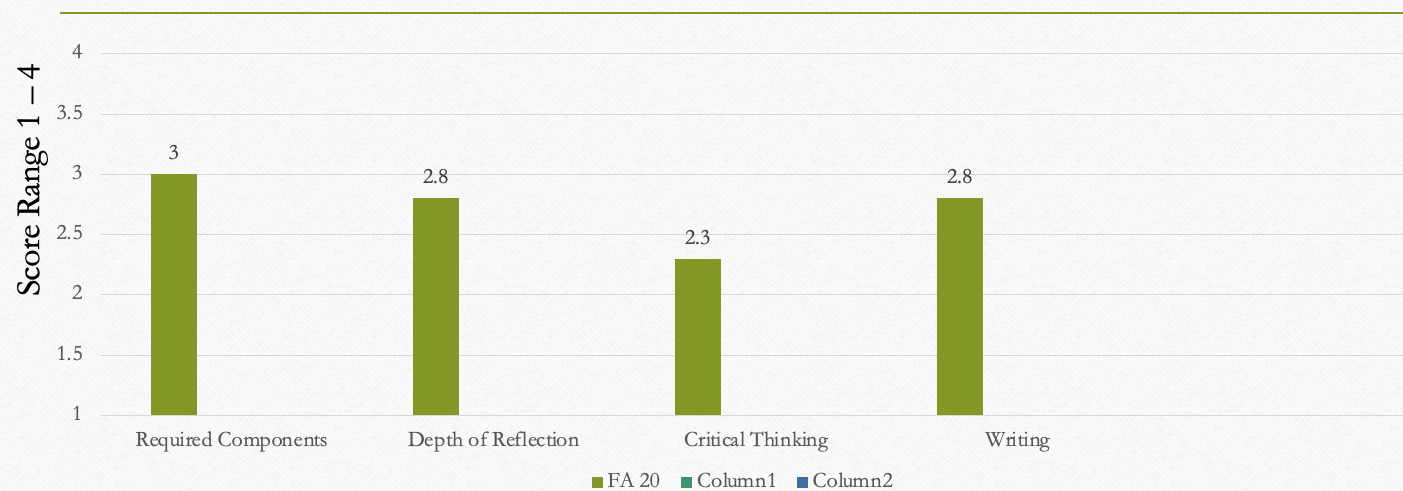
**TEAM MEMBERS:** Boyd, Davies, Milligan, Parker Peters

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2019	<p><b><u>Analysis:</u></b> During the second use of this rubric, candidates performed at the goal level, earning scores of 3.0/4.0 on all areas of the rubric. However, Writing Conventions dropped from 3.6 to 3.0 on average.</p> <p><b><u>Recommendation:</u></b> More formative feedback will be offered in the area of writing conventions.</p>					All component scores are 3.0/4.0 or stronger. We anticipate an increase in scores.



Fall 2020	<p><b><u>Analysis:</u></b>  This term, faculty noticed that candidate performance decreased across components. Only 1 area (Required Components) earned a mean score of 3.0/4.0 (Proficient). Depth of Reflection (2.8), Critical Thinking (2.3) and Writing Conventions (2.8) were all below the target of 3.0 on average. All areas have become target areas. It is noted that this course was taught in a flex-hybrid model because of COVID-19, which may have led to differences in course delivery.</p> <p><b><u>Recommendation:</u></b> Faculty will introduce the rubric earlier in the term and will provide more opportunities for formative feedback.</p>					<p>All areas dropped in score. We anticipate an increase in scores.</p>
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# School Counseling Reflection Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Graduate Advanced Program (School Counseling)

**OPPORTUNITY FOR IMPROVEMENT:** Students will compare and contrast roles of elementary and secondary school counselors.

**INDICATORS:** Compare and Contrast Elementary and Secondary School Counseling Roles assessed with the Writing rubric in EG 5393 Professional Orientation and Management **Does this rubric measure what it needs to measure for this assignment??**

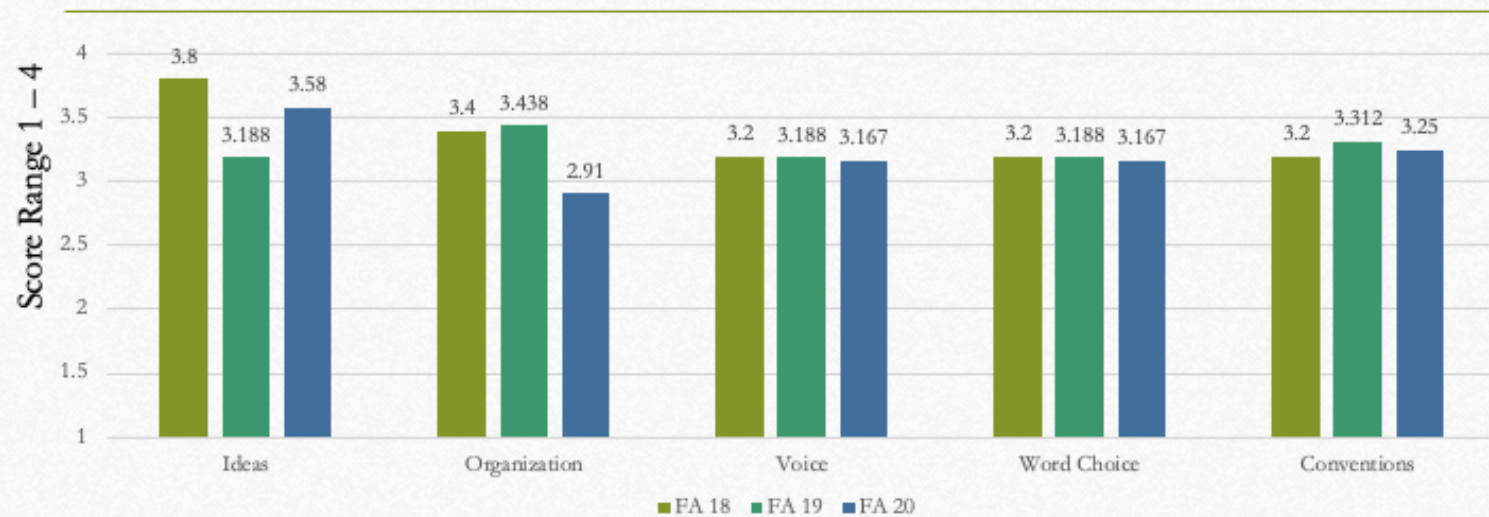
**PRESENT LEVEL OF PERFORMANCE:** Baseline – Fall 2019. Compare and Contrast Elementary and Secondary School Counseling Roles  
Score = 90/100 points; 3.0/4.0

**TEAM MEMBERS:** Boyd, Milligan, Parker Peters

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2018	The goal for this course is mastery, and students work on a plan throughout the semester. Continuous feedback is given by the course instructor. In this first iteration of the course and key assignment, mean scores on all components were 3.0/4.0 or higher. Faculty are pleased with candidate performance and will continue the feedback plan.	Internal and External	Writing Rubric in EG 5393 Professional Orientation and Management	Budget	Ongoing at this time	Anticipate an increase in scores.
Fall 2020	<b><u>Analysis:</u></b> Faculty analyzed candidate performance at the end of the term and observed that candidates' Organization score dropped to 2.917. This will become a target area for this assignment.  <b><u>Recommendation:</u></b>					All component scores except for Organization were 3.0/4.0 or stronger on average. We anticipate an increase in scores across components.

	Faculty will provide more feedback and examples specific to Organization in future terms. In addition, school counseling faculty are investigating making changes to the rubric to more closely align with professional standards.					
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## Prof. Org. & Mgt (Writing)



LIPSCOMB UNIVERSITY

# College of Education

Undergraduate Initial Licensure

2020 –



# LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates will write a lesson plan that meets the diverse needs of students and is able to be assessed for effectiveness of instruction.

**INDICATORS:** Lesson Plan Rubric from ED 3649: Clinical Practice II

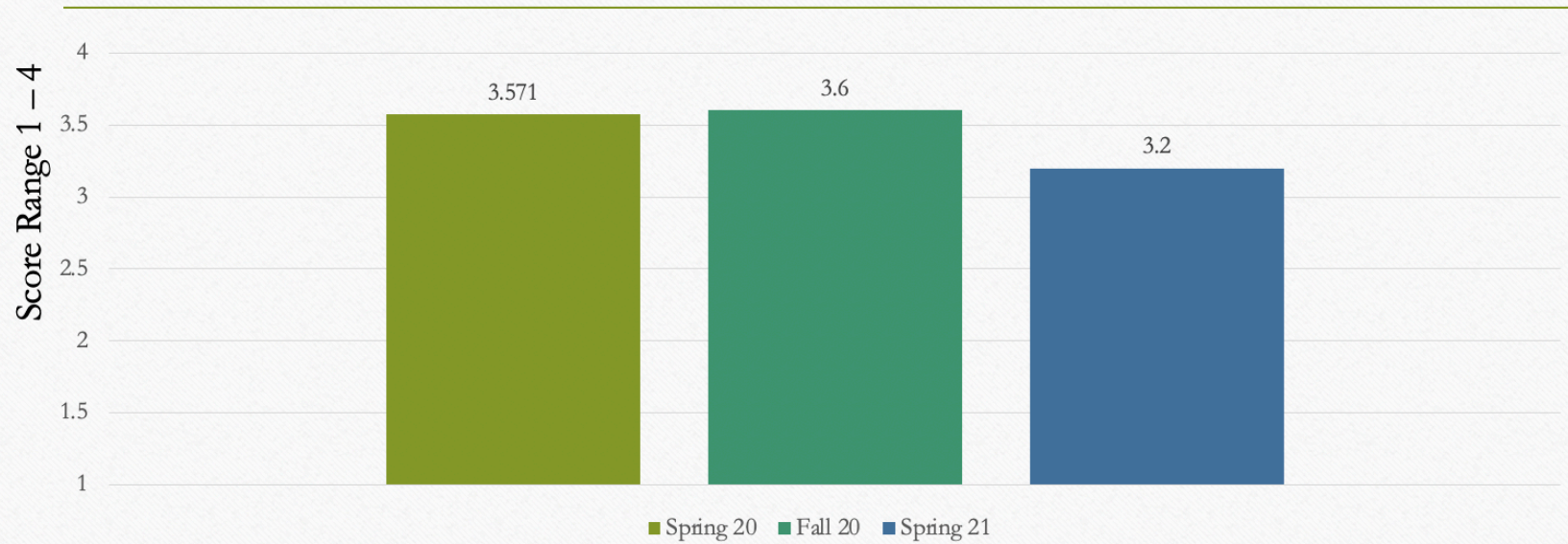
**PRESENT LEVEL OF PERFORMANCE:** Baseline 2020 Content Pedagogy 2.8/4.0; Writing 3.5/4.0

**TEAM MEMBERS:** Duncan, Evans, Gilbert, Hampton, Krinks, Medlock, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> The undergraduate faculty reviewed student performance and observed that scores decreased slightly. Content and Pedagogy dropped to 2.8/4.0, and Writing dropped to 3.571/4.0. This semester, all classes had to go online at mid-term due to COVID-19. Some experiences were lost as a result.</p> <p><b><u>Recommendation:</u></b> Faculty plan to add more pedagogy skills training and will consider adjustments if online learning is warranted in future semesters.</p>	Internal and external	Lesson Plan Rubric from ED CP II course	Budget	Ongoing at this time	Candidate scores dropped this semester; scores will be monitored, and we anticipate growth in future semesters.

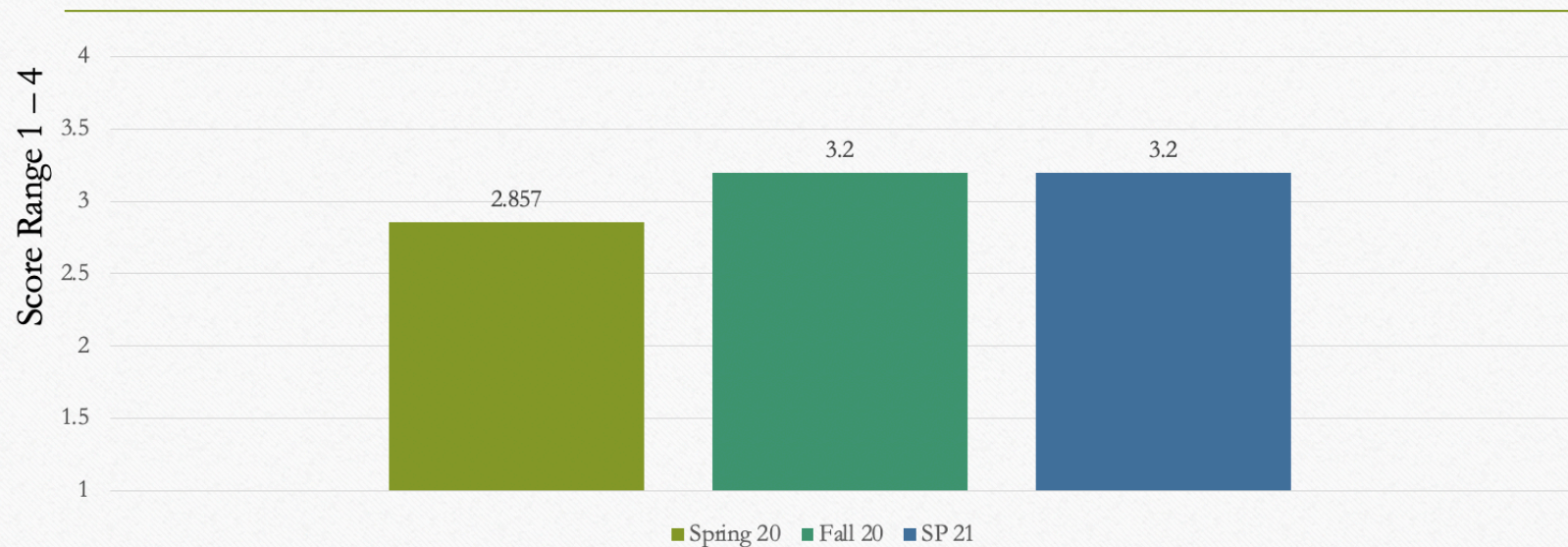
Fall 2020	<p><b><u>Analysis:</u></b></p> <p>Faculty were pleased that both Pedagogy (2.8 to 3.2) and Writing (3.5 to 3.6) scores increased (desired trend) this term.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>Candidate scores rose to 3.2/4.0 or stronger across all measured components. We anticipate an increase in scores.</p>
Spring 2021	<p><b><u>Analysis:</u></b></p> <p>Both target areas remained 3.2/4.0, which is above the target of 3.0 (Proficient score on the rubric).</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>Candidate scores in target areas were above 3.0/4.0. We anticipate continued success for candidates.</p>

# Writing of Lesson Plan





# Content & Pedagogy Knowledge



## LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates will prepare a unit of instruction that is measured by pre- and post-testing to determine candidate's ability to impact student learning

**INDICATORS:** Unit Plan Rubric from Clinical Practice III (Student Teaching)

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 edTPA 96% pas on first attempt

**TEAM MEMBERS:** Duncan, Evans, Hampton, Krinks, Medlock, Parker Peters, Stewart, Tran

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> EdTPA scores on Tasks 1-3 rose on average (desired trend). Three candidates did not pass on the first attempt. Due to COVID-19, candidates had to complete virtual learning options, which may have impacted scores.</p> <p><b><u>Recommendation:</u></b> Faculty will continue concentrated edTPA support and will investigate virtual learning options if online learning requirements continue.</p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	All but one student teacher passed by the second attempt. The one that did not pass on second attempt is petitioning her score. It is our goal to have all pass on the first attempt.
Fall 2020	<p><b><u>Analysis:</u></b> All student teachers passed edTPA on the first attempt this semester. Faculty were pleased that candidate mean scores on edTPA rose on all 3 Tasks (desired trend).</p> <p><b><u>Recommendation:</u></b></p>					Scores on edTPA rose on all Tasks, and all candidates passed on the first attempt. We anticipate continued success for our candidates.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, faculty noted that scores</p>					Scores dropped slightly across edTPA tasks.

	<p>dropped slightly across all edTPA tasks this semester. Due to COVID-19, many candidates experienced challenges with placements and virtual settings regarding edTPA completion.</p> <p><b><u>Recommendation:</u></b> Faculty plan to return to in-person settings for edTPA completion in the fall, which will allow candidates more supports for successful edTPA completion.</p>					<p>We anticipate an increase in scores.</p>
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# edTPA



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates will show proficiency (Level 3 score on Rubric) in teaching strategies, establishing a positive learning environment, and assessment and evaluation of student learning (Craft of teaching)

**INDICATORS:** Craft section of Student Teaching Evaluation Rubric from CP III course and Praxis® II Pedagogy Exams

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 Managing Score on ST Evaluation Rubric = 3.5; Praxis pass rate = 100%

**TEAM MEMBERS:** Duncan, Evans, Hampton, Krinks, Medlock, Parker Peters, Parsley, Stewart

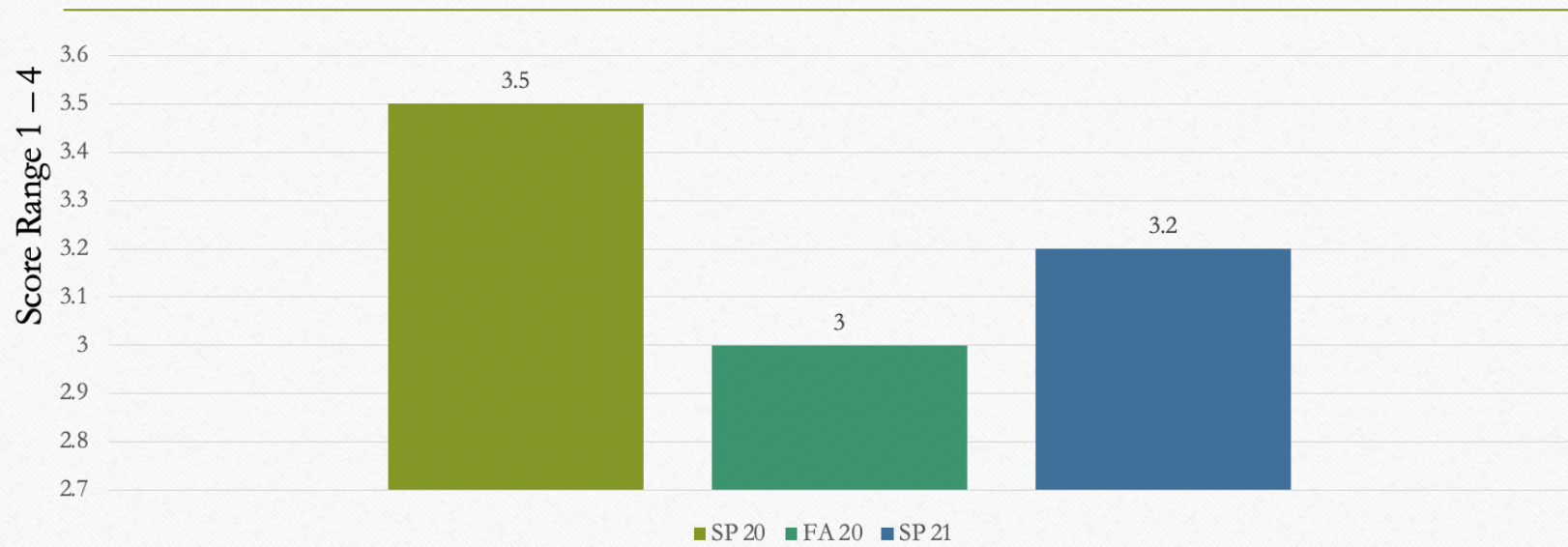
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Undergraduate faculty examined the key assignment performance and were pleased that scores in all measured components on the Craft area were rising with the exception of Managing, which dropped to 3.286/4.0. All but one candidate has passed edTPA; this candidate came within 2 points and is petitioning her score. Due to COVID-19, candidates that did not pass edTPA on first submission had to pursue virtual submission guidelines.</p> <p><b><u>Recommendation:</u></b> Undergraduate faculty</p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis® II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Managing is a target area within Craft, as the score is below 3.5/4.0. We anticipate an increase in scores.

	are redesigning the Clinical Placement courses' content, including management. In addition, if online learning continues, new methods for supporting edTPA will be explored.					
Fall 2020	<p><b><u>Analysis:</u></b> All candidates passed edTPA on the first attempt. Scores in the Craft section of the Student Teaching Evaluation are above 3.0/4.0 in all areas (including Managing, which rose to 3.3/4.0, desired trend) except Assessing, which dropped to 2.8/4.0 and will be a Target Area.</p> <p><b><u>Recommendation:</u></b> Faculty plan to spend more time on valid assessment practices.</p>					Candidates earned scores of 3.0/4.0 or stronger across components except for in Assessing. Assessment will be a new Target area. We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Due to COVID-19, candidates were permitted to take the edTPA or Praxis PLT to demonstrate pedagogical competencies. All candidates passed one of these exams. On the Craft section of the ST</p>					Candidates earned mean scores of 3.2/4.0 or stronger across components. We anticipate continued success for candidates on this assignment.

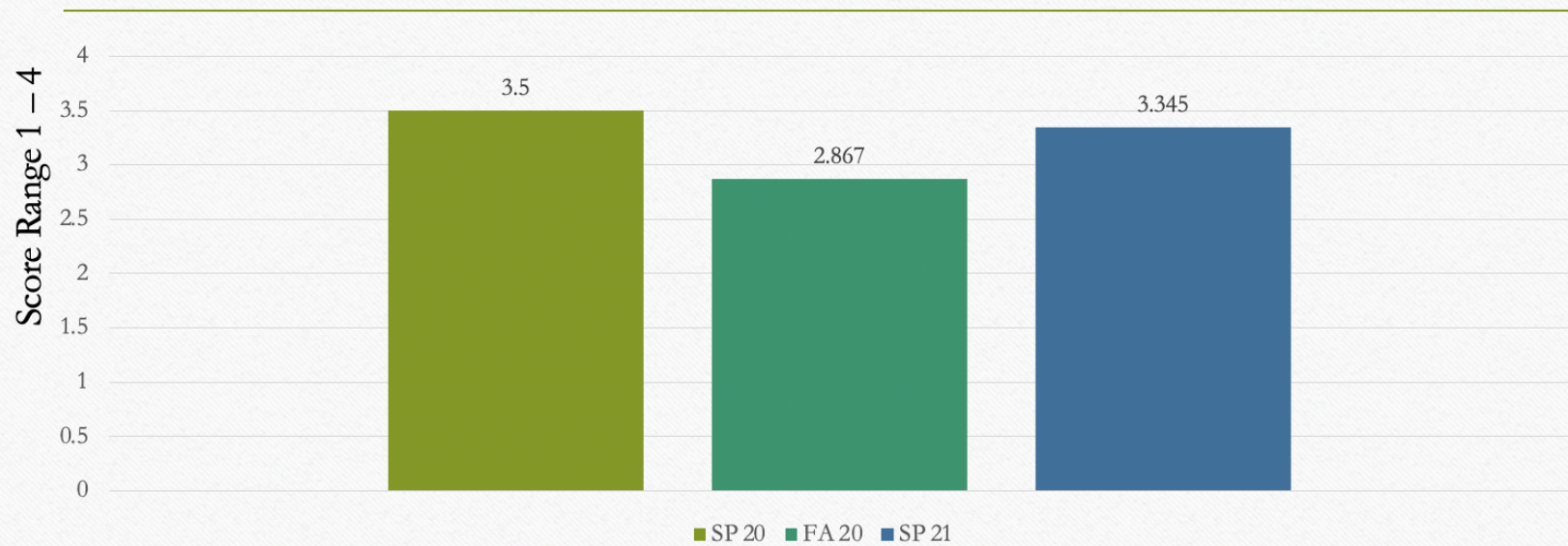
	evaluation, all mean scores were 3.2/4.0, including the target area of Assessment (3.3/4.0) <b><u>Recommendation:</u></b> No changes planned at this time.					
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# Implementing

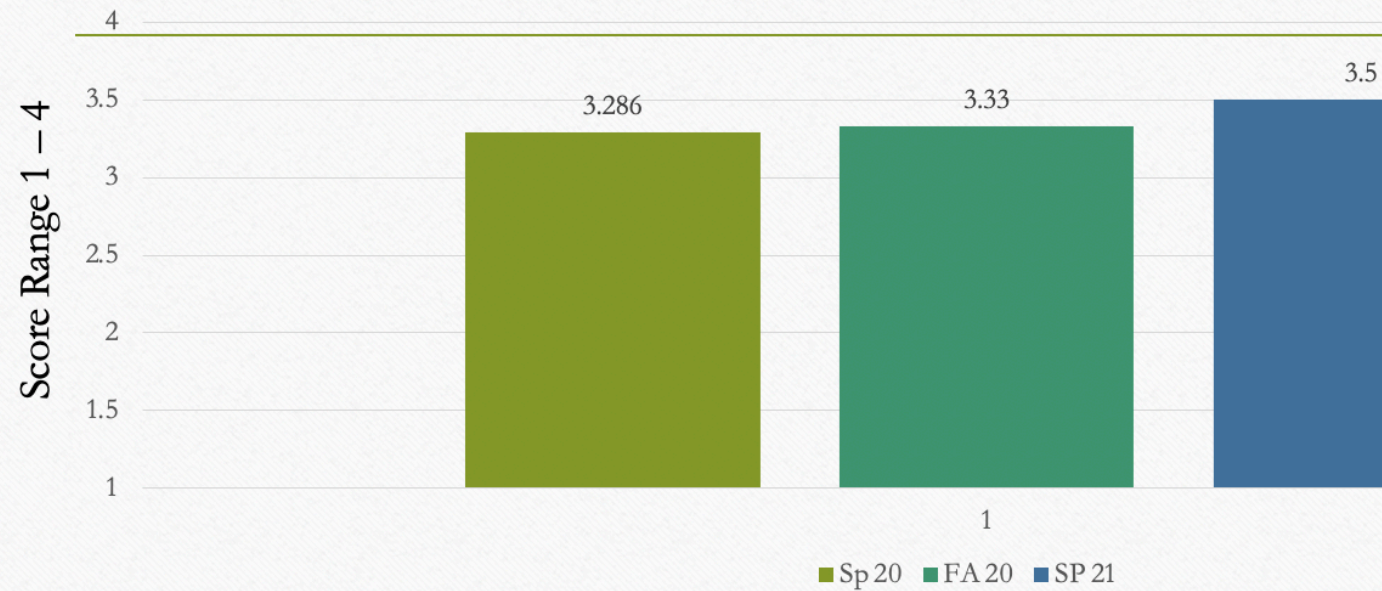


# Assessing





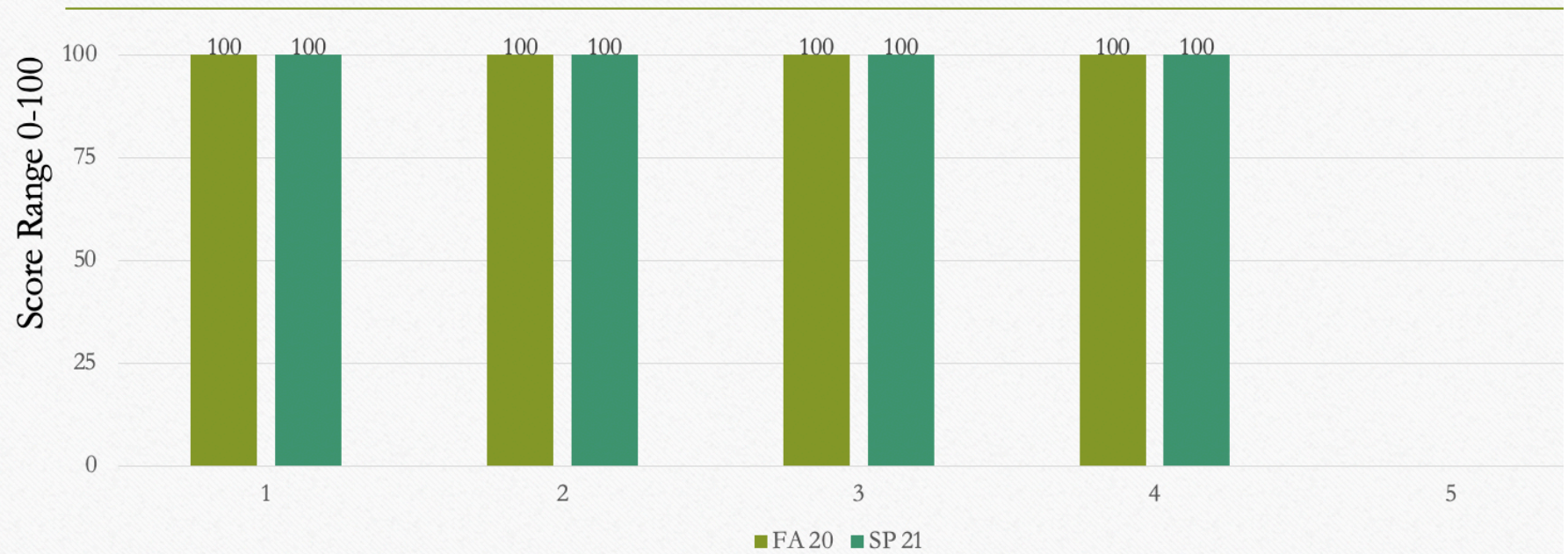
# Classroom Management







# edTPA Pass Rate



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates demonstrate proficiency (Level 3 score on rubric) in the area of professionalism, professional growth, and positive dispositions in the field. (Attitudes and Values)

**INDICATORS:** Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - Confidence Score = 3.35/4.0

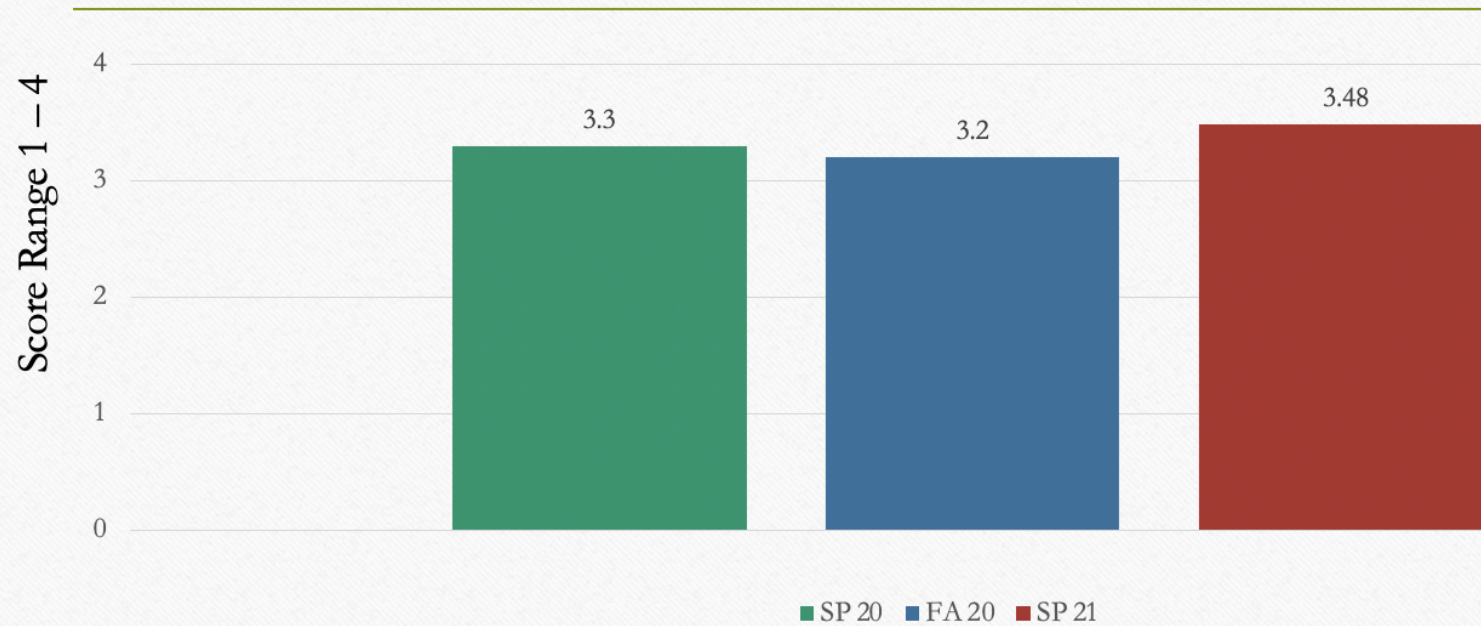
**TEAM MEMBERS:** Duncan, Evans, High, Krinks Medlock, Parker Peters, Stewart

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> When undergraduate faculty examined the scores, they observed that all component scores were above 3.5/4.0 except for Confidence (3.357/4.0).</p> <p><b><u>Recommendation:</u></b> Faculty will work with candidates and recent graduates to determine more effective strategies for confidence building.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores were above 3.5/4.0 in all areas except Confidence (3.357), which is a target area. We anticipate an increase in scores.
Fall 2020	<p><b><u>Analysis:</u></b> Mean scores within Attitude and Values were all 3.2/4.0 or higher which is above Proficient. However, scores have decreased slightly across the board.</p>					Mean scores on all components are 3.2/4.0 or higher on each component. We anticipate continued success for candidates.

	<b><u>Recommendation:</u></b> No changes planned at this time.					
Spring 2021	<b><u>Analysis:</u></b> Upon analysis, faculty see that mean scores have risen in all areas within Attitude and Values, with the lowest mean score as 3.4/4.0. These are all above Proficient (3.0). <b><u>Recommendation:</u></b> As a part of continuous improvement, faculty are implementing a pre/post diversity competency survey in the program to look at candidate outcomes at the beginning and end of program.					Mean scores on all components are 3.4/4.0 or higher on each component. We anticipate continued success for candidates.



# Attitude & Values: Confidence



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates demonstrate proficiency (Level 3 on rubric) in working with students, parents, and colleagues in the field. (Relationships)

**INDICATORS:** Relationships section of Student Teaching Evaluation Rubric from CP III course

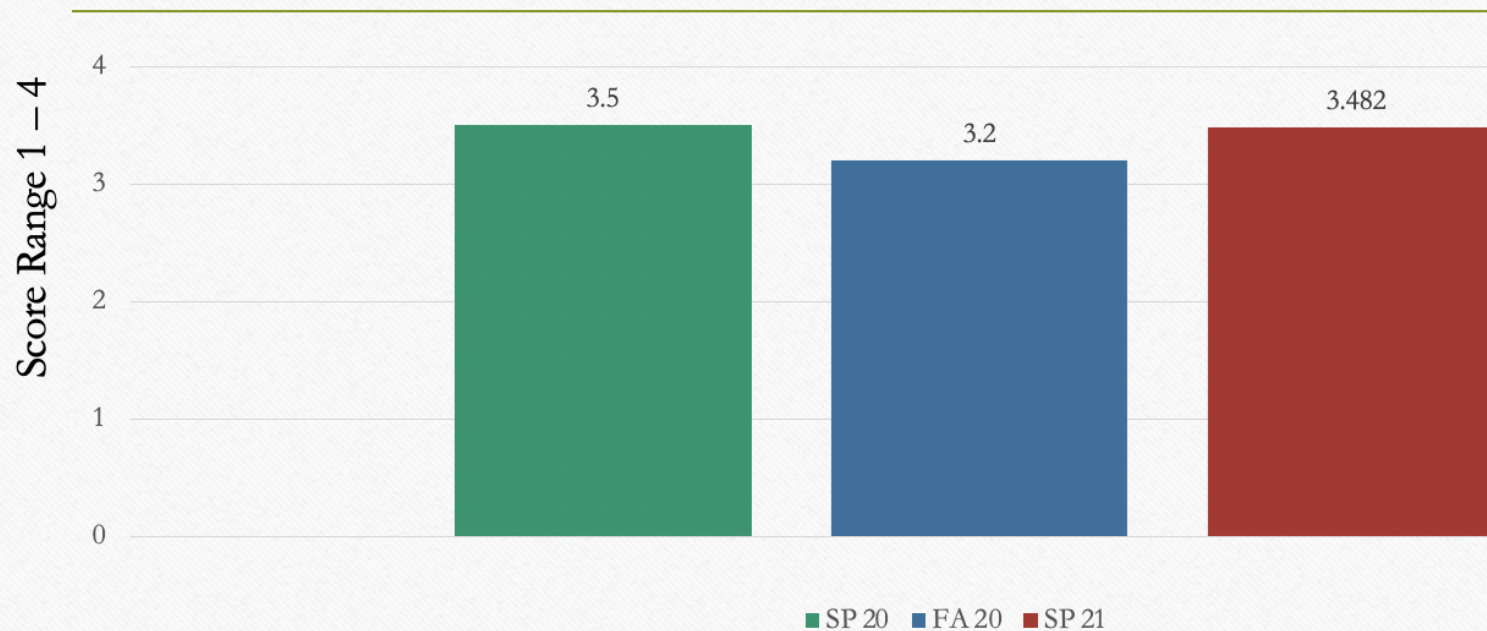
**PRESENT LEVEL OF PERFORMANCE:** Baseline: Fall 2020 – Communication: 3.5

**TEAM MEMBERS:** Duncan, Evans, High, Krinks, Medlock, Parker Peters, Stewart

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Undergraduate faculty reviewed the Relationships section of the evaluation and were pleased that all scores were 3.4/4.0 or stronger. The Communicative score rose to 3.5/4.0 (desired trend).</p> <p><b><u>Recommendation:</u></b> Faculty will continue to emphasize best practices for using communication strategies as educators.</p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
Fall 2020	<p><b><u>Analysis:</u></b> All scores are 3.2/4.0 or stronger. However, Communicative dropped to 3.2/4.0.</p> <p><b><u>Recommendation:</u></b> An emphasis on professional communication will continue.</p>					All component scores were at the desired level (>3.2/4.0 or stronger). We anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, faculty noted that mean scores are all 3.3 or stronger across components, reflecting an increase in scores (desired trend). Communication rose to 3.482/4.0.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					All component scores were at the desired level (>3.3/4.0 or stronger). We anticipate an increase in scores.



# Relationships: Communication



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates demonstrate proficiency (level 3 score) in planning and communication in their discipline. (Essential knowledge)

**INDICATORS:** Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course and Praxis® II Content Knowledge Exams

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 - Content Knowledge score = 3.58/4; 100% Praxis Pass rate

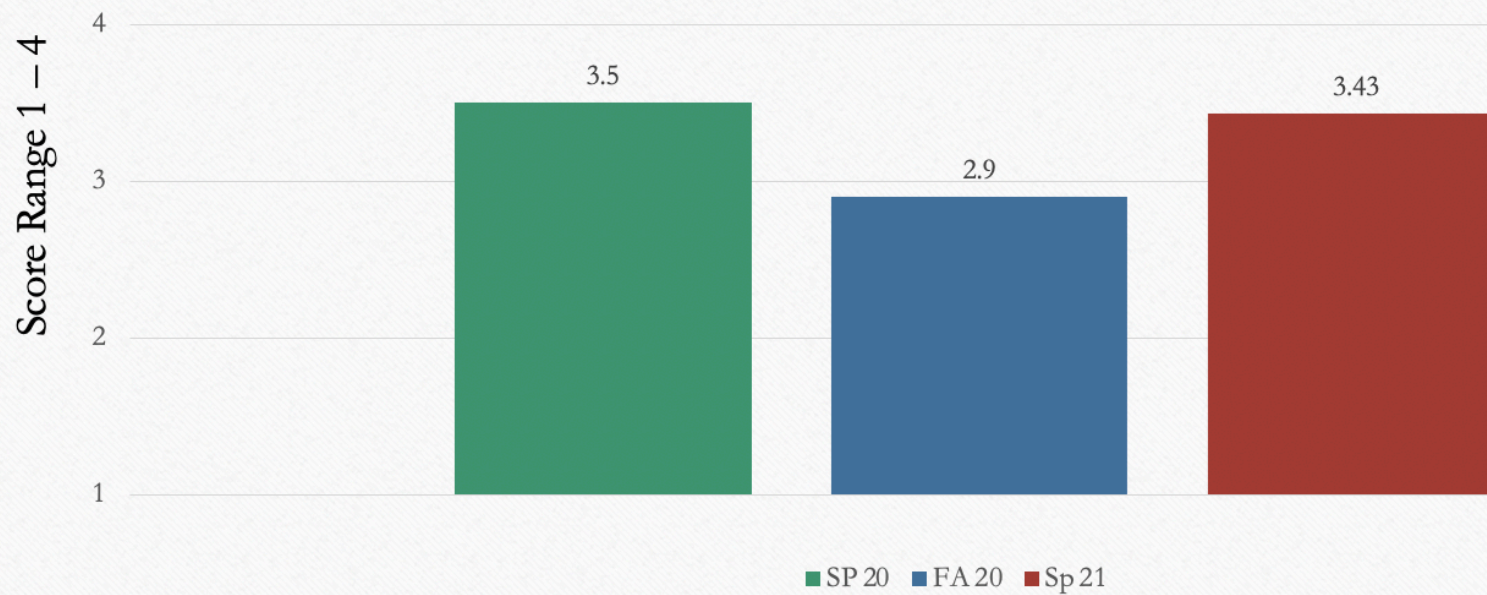
**TEAM MEMBERS:** Duncan, Evans, Hampton, Krinks, Medlock, Parker Peters, Stewart

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> At the end of the semester, faculty analyzed candidate performance data and observed that all scores within the Essential Knowledge section are 3.0 or higher, including target area of Content Knowledge (3.50, stable scores). Faculty are pleased with students' success.</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>	Internal and External	<p>Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course</p> <p>Praxis® II Content Knowledge Exams</p>	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores are above the goal level. We anticipate an increase in scores.
Fall 2020	<p><b><u>Analysis:</u></b> Faculty observed that candidate performance in Content Knowledge has dropped to 2.93/3.0. All student teachers</p>					Content Knowledge has dipped below 3.0 (Proficient) on average. We

	<p>passed their Praxis II Content Exams.</p> <p><b><u>Recommendation:</u></b> Faculty and supervisors will emphasize Content Knowledge in feedback and lesson planning.</p>					anticipate an increase in scores.
Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, faculty observed that all student teachers passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.3/4.0 or stronger on average (above Proficient), which represents an increase in scores (desired trend).</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					Component scores have risen to 3.4/4.0 or stronger on average. We anticipate continued success for candidates.



# Content Knowledge



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT**

**DEPARTMENT:** College of Education –Undergraduate Initial Licensure Program

**OPPORTUNITY FOR IMPROVEMENT:** Candidates demonstrate proficiency (level 3 score) in creating a learning segment/unit. They select a topic/standard in science or social studies and then develop a text set that will present content as well as provide opportunity to teach/practice content and disciplinary literacy standards. In addition to the unit outline and text set, candidates design a culminating task and develop 3 of the unit lesson plans.

**INDICATORS:** Literacy Unit Plan Rubric- ED 3363 Teaching with Text

**PRESENT LEVEL OF PERFORMANCE:** Baseline: 2020 – Goal 3.0/4.0 across components

**TEAM MEMBERS:** Duncan, Evans, Gilbert, High, Krinks, Medlock, Parker Peters, Stewart

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><b><u>Analysis:</u></b> Component scores range from 3.0/4.0 (Unit introduction) to 4.0/4.0 (Differentiated &amp; Responsive Instruction). Scores rose (desired trend) in general. We are establishing trend data to use for analysis and planning.</p> <p><b><u>Recommendation:</u></b> Faculty will provide more examples and feedback on unit introductions.</p>	Internal and External	Literacy Unit Plan Rubric Scores	Budget	The literacy unit plan will continue to be a part of the program.	All component scores remain 3.0/4.0 or stronger. We are establishing trend data. We anticipate an increase in scores.

Spring 2021	<p><b><u>Analysis:</u></b> Upon analysis, faculty observe that component scores range from 3.16 (Knowledge &amp; Skills) to 3.8/4.0 (Texts). The mean scores are all above the target 3.0/4.0 (desired trend).</p> <p><b><u>Recommendation:</u></b> No changes planned at this time.</p>					<p>All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.</p>
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# Literacy Unit Plan

