

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

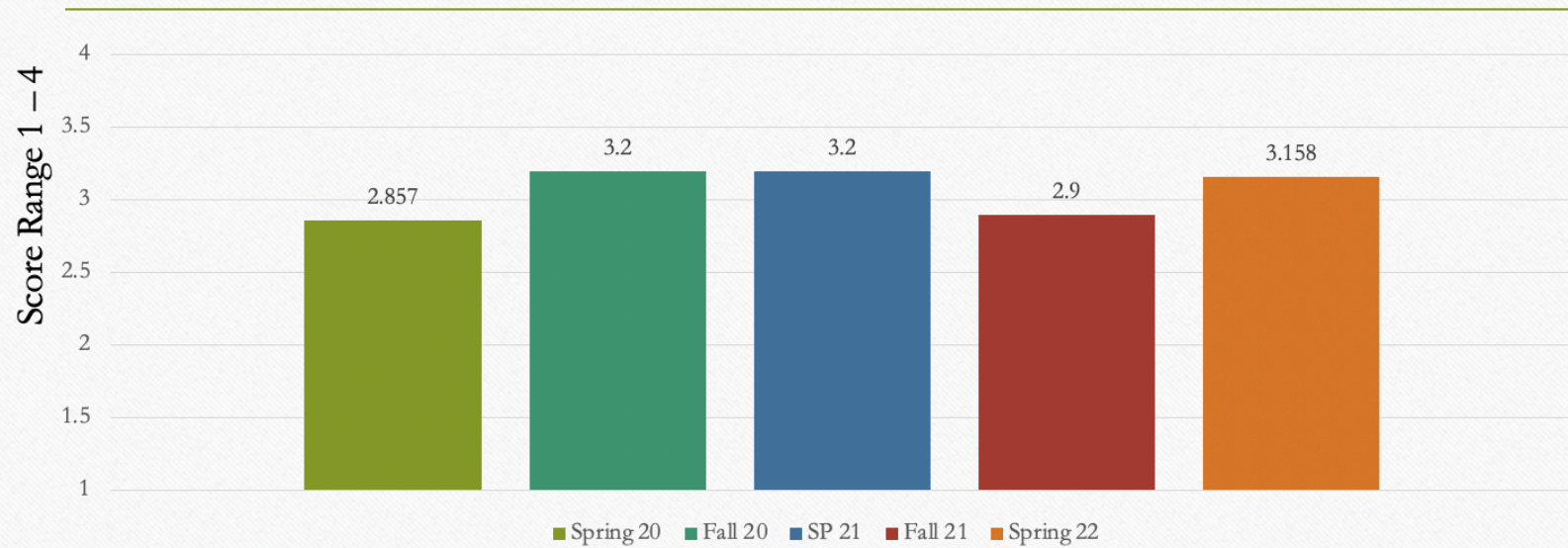
TEAM MEMBERS: Baese, Duncan, Evans, Gilbert, Hampton, Krinks, Medlock, Parker Peters, Parsley

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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.

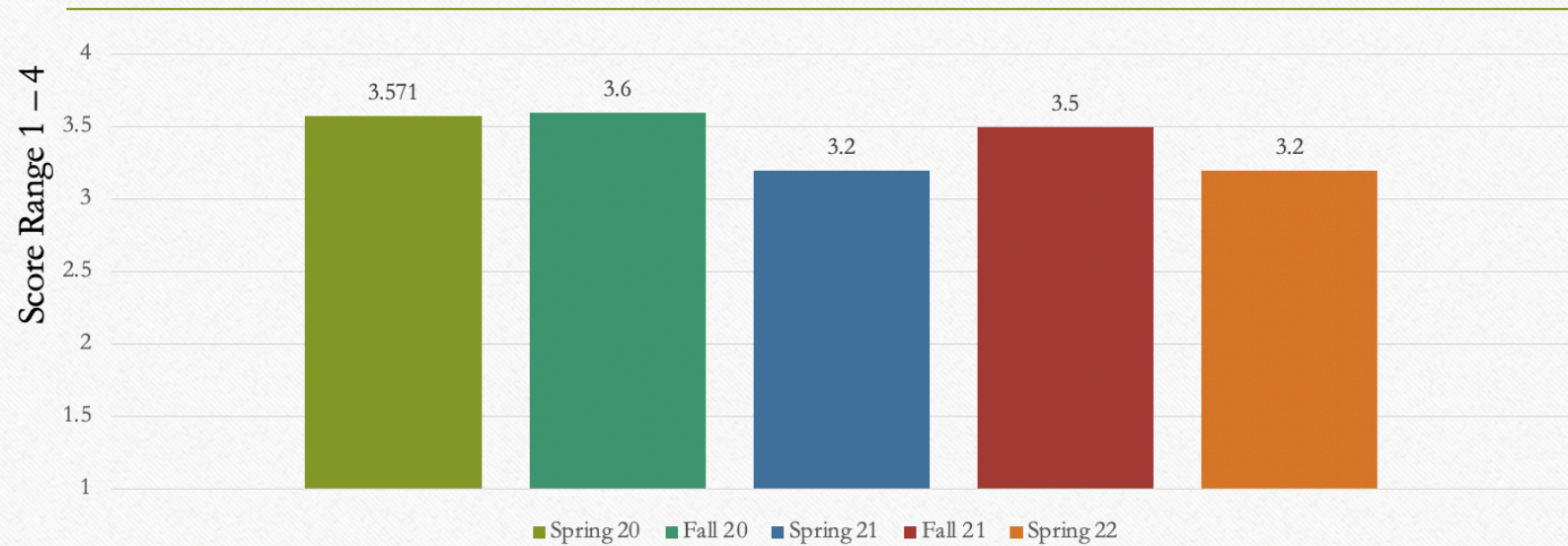
Fall 2020	<p><u>Analysis:</u> Faculty were pleased that both Pedagogy (2.8 to 3.2) and Writing (3.5 to 3.6) scores increased (desired trend) this term.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidate scores rose to 3.2/4.0 or stronger across all measured components. We anticipate an increase in scores.
Spring 2021	<p><u>Analysis:</u> Both target areas remained 3.2/4.0, which is above the target of 3.0 (Proficient score on the rubric).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidate scores in target areas were above 3.0/4.0. We anticipate continued success for candidates.
Fall 2021	<p><u>Analysis:</u> Upon analysis, it was observed that the Pedagogy component decreased to 2.9/4.0 from 3.2/4.0. Pedagogy will remain a target area. Writing increased to 3.5/4.0 (desired trend).</p> <p><u>Recommendation:</u> Pedagogy will receive additional focus in the coming semester, with targeted feedback directed at this area.</p>					Candidate scores decreased in Pedagogy, below the target of 3.0/4.0. This area will continue to be a target area. We anticipate an increase in scores.

Spring 2022	<p><u>Analysis:</u> When faculty analyzed key assignment data, they were pleased that Pedagogy rose from 2.9 to 3.158/4.0 (desired trend). Writing stayed above 3.0.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>Candidate scores increased in Pedagogy, above the target of 3.0/4.0. We anticipate an increase in scores</p>
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Content & Pedagogy Knowledge



Writing of Lesson Plan



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><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> All student teachers passed edTPA on the</p>					Scores on edTPA rose on all Tasks, and all candidates passed on

	<p>first attempt this semester. Faculty were pleased that candidate mean scores on edTPA rose on all 3 Tasks (desired trend).</p> <p><u>Recommendation:</u></p>					the first attempt. We anticipate continued success for our candidates.
Spring 2021	<p><u>Analysis:</u> Upon analysis, faculty noted that scores 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><u>Recommendation:</u> 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>					Scores dropped slightly across edTPA tasks. We anticipate an increase in scores.
Fall 2021	<p><u>Analysis:</u> Upon analysis, faculty were pleased that candidate edTPA scores rose across all 3 tasks (above 3.0 goal, desired trend).</p> <p><u>Recommendation:</u></p>					Scores increased across all 3 edTPA tasks. We anticipate continued success for candidates.

	We returned to in-person seminar support for edTPA and suppose that this supported candidate success. We will continue to offer in-person seminar as long as feasible.					
Spring 2022	<p><u>Analysis:</u> In this iteration, faculty noted that the Task 2 mean score dropped to 2.8. Task 2 will become an area of focus.</p> <p><u>Recommendation:</u> We have hired a dedicated edTPA coordinator who will be able to provide more concentrated time to all edTPA endeavors. She will provide more support for Task 2, in particular.</p>					We anticipate an increase in scores, specifically in Task 2.

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%

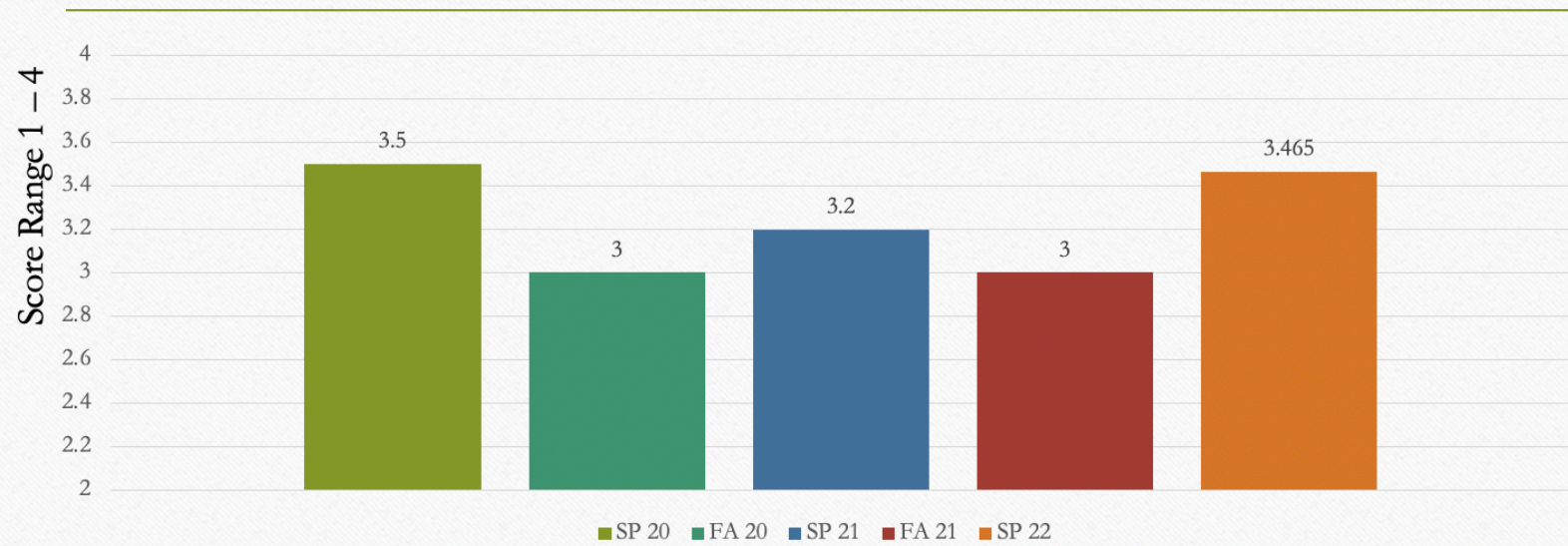
TEAM MEMBERS: Baese, Duncan, Evans, Hampton, Krinks, Medlock, Parker Peters, Parsley, Stewart

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<u>Analysis:</u> 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	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.

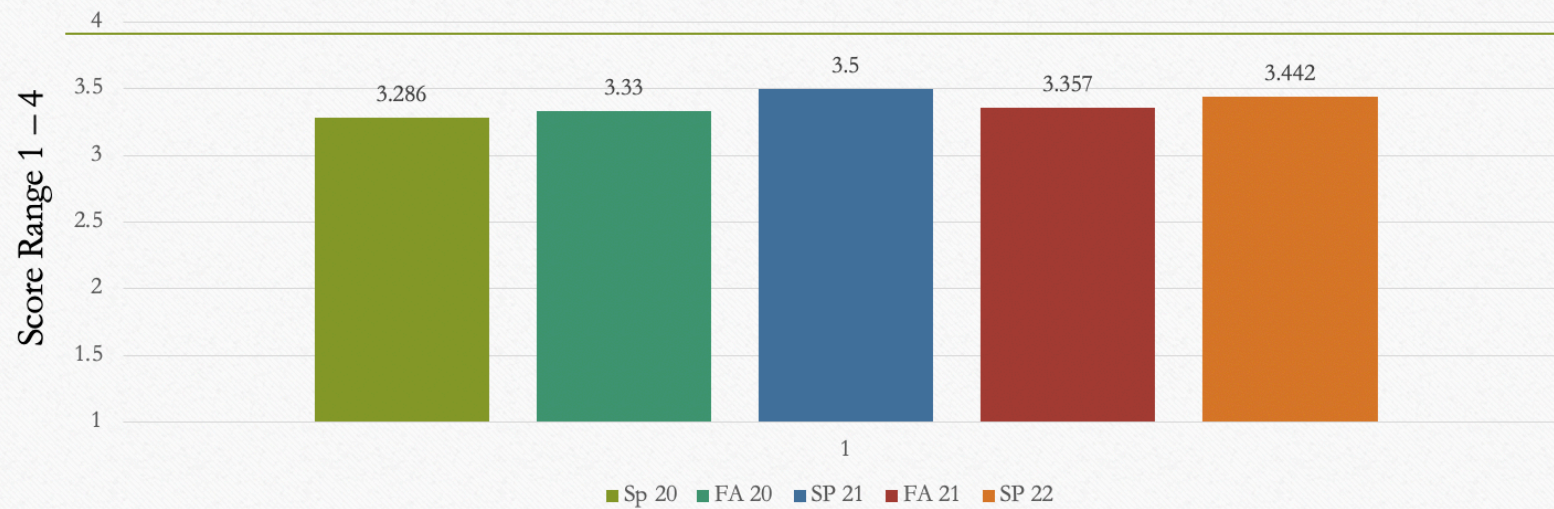
	<p>pursue virtual submission guidelines.</p> <p><u>Recommendation:</u> Undergraduate faculty are redesigning the Clinical Placement courses' content, including management. In addition, if online learning continues, new methods for supporting edTPA will be explored.</p>					
Fall 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> Faculty plan to spend more time on valid assessment practices.</p>					<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.</p>
Spring 2021	<p><u>Analysis:</u> Due to COVID-19, candidates were permitted to take the edTPA or Praxis PLT to demonstrate pedagogical</p>					<p>Candidates earned mean scores of 3.2/4.0 or stronger across components. We anticipate continued success</p>

	<p>competencies. All candidates passed one of these exams. On the Craft section of the ST evaluation, all mean scores were 3.2/4.0, including the target area of Assessment (3.3/4.0)</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					for candidates on this assignment.
Fall 2021	<p><u>Analysis:</u> All candidates passed edTPA. On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidates maintained their component scores to 3.0/4.0 or stronger across all components. We anticipate continued success for our candidates.
Spring 2022	<p><u>Analysis:</u> All candidates passed edTPA. On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidates maintained their component scores to 3.0/4.0 or stronger across all components. We anticipate continued success for our candidates.

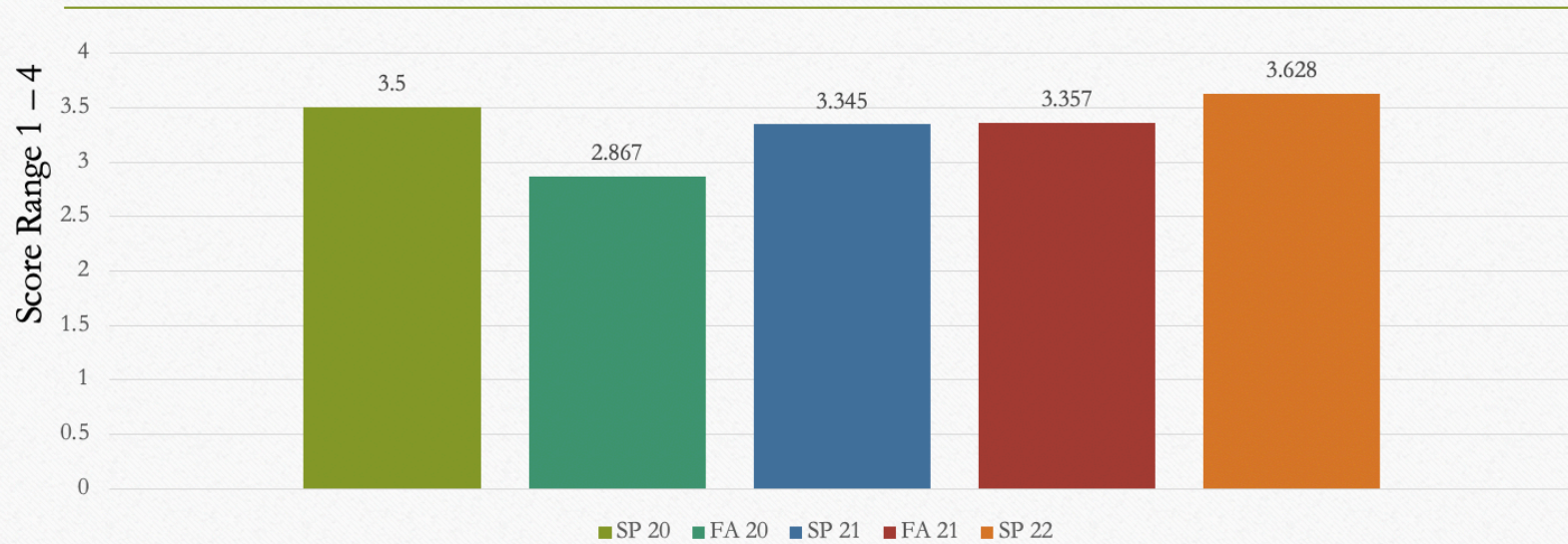
Implementing



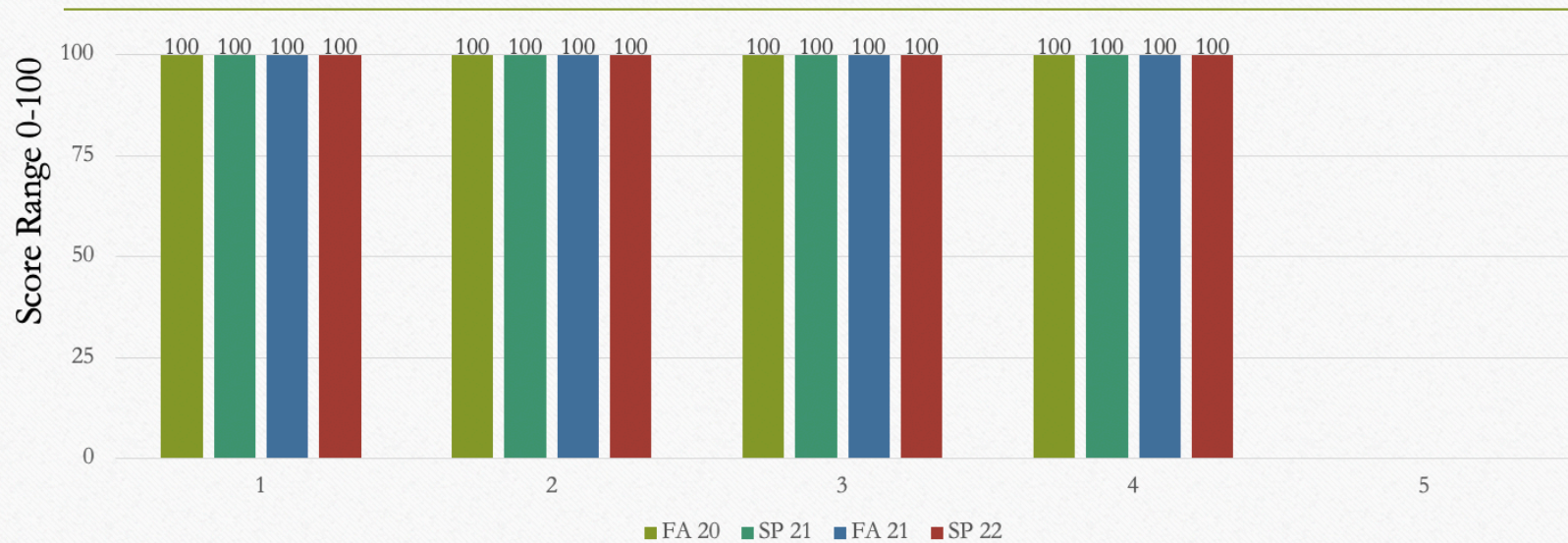
Classroom Management



Assessing



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

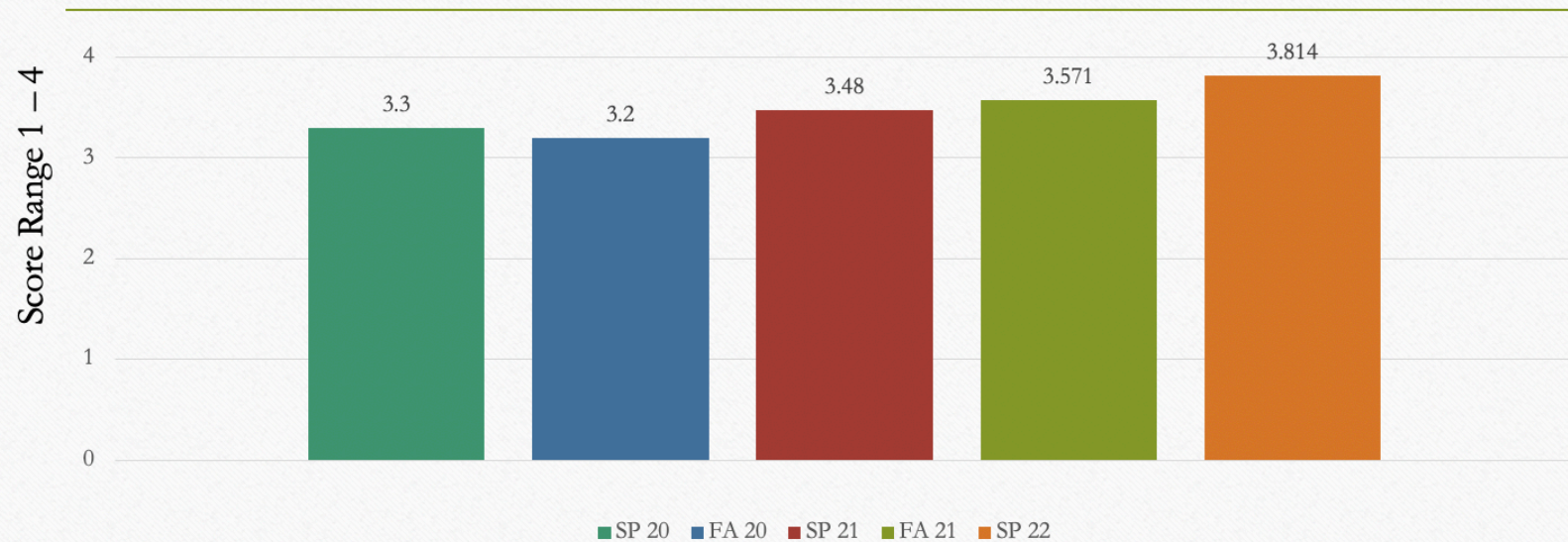
TEAM MEMBERS: Baese, Duncan, Evans, Gilbert, Hampton, Krinks Medlock, Parker Peters

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> 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.

	<u>Recommendation:</u> No changes planned at this time.					
Spring 2021	<u>Analysis:</u> 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). <u>Recommendation:</u> 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.
Fall 2021	<u>Analysis:</u> Upon analysis, faculty see that mean scores have risen in all areas within Attitude and Values (desired trend), with the lowest mean score as 3.5/4.0. These are all above Proficient (3.0). <u>Recommendation:</u> No changes planned at this time.					Mean scores on all components are 3.5/4.0 or higher on each component. We anticipate continued success for candidates.

Spring 2022	<p><u>Analysis:</u></p> <p>Upon analysis, faculty see that mean scores are all above Proficient (3.0).</p> <p><u>Recommendation:</u></p> <p>No changes planned at this time.</p>					<p>Mean scores on all components are 3.5/4.0 or higher on each component. We anticipate continued success for candidates.</p>
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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

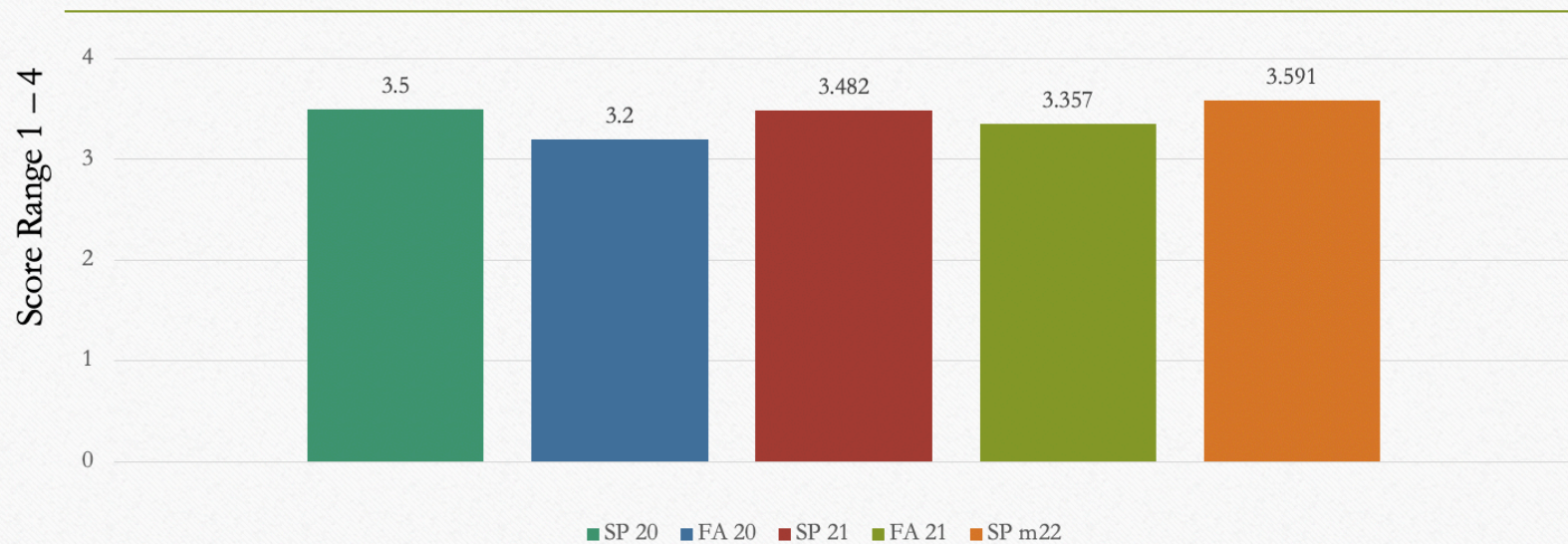
PRESENT LEVEL OF PERFORMANCE: Baseline: Fall 2020 – Communication: 3.5

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

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> All scores are 3.2/4.0 or stronger. However, Communicative dropped to 3.2/4.0.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> 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>					All component scores were at the desired level (>3.3/4.0 or stronger). We

	<u>Recommendation:</u> No changes planned at this time.					anticipate an increase in scores.
Fall 2021	<u>Analysis:</u> Upon analysis, faculty noted that mean scores are consistently 3.3 or stronger across components, above the goal of 3.0/4.0. <u>Recommendation:</u> No changes planned at this time					All component scores were at the desired level. We anticipate an increase in scores
Spring 2022	<u>Analysis:</u> Upon analysis, faculty noted that mean scores are consistently 3.5 or stronger across components, above the goal of 3.0/4.0. <u>Recommendation:</u> No changes planned at this time.					All component scores were at the desired level. 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

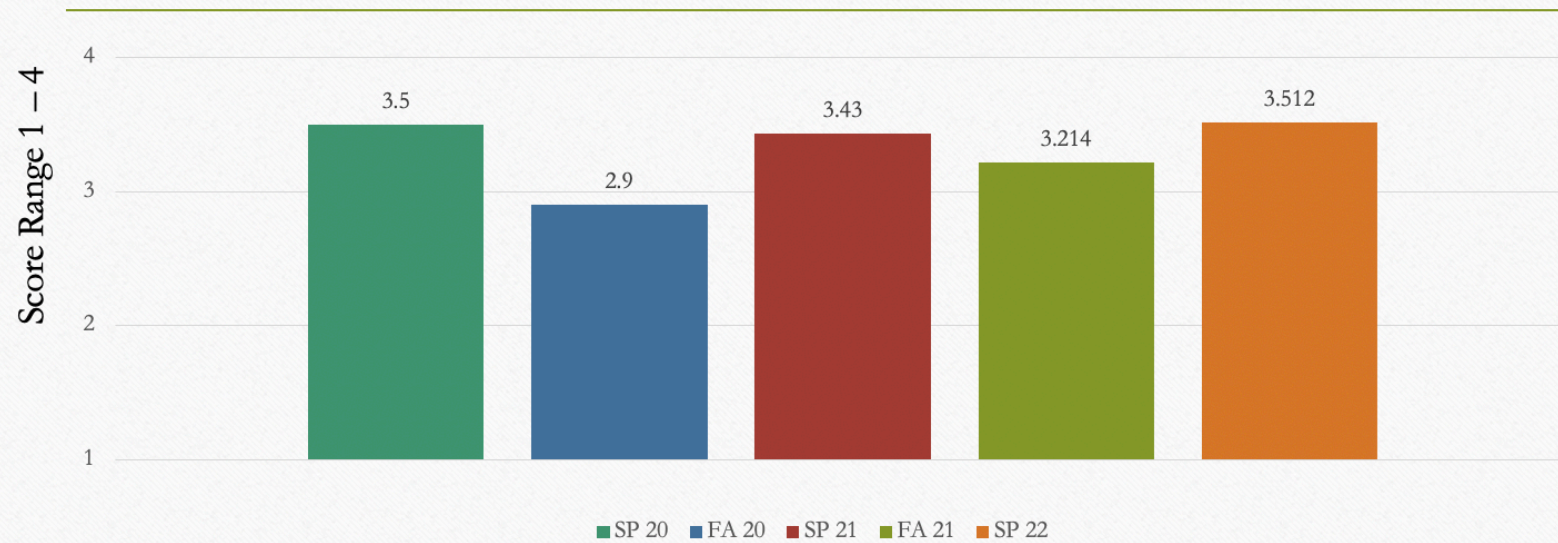
TEAM MEMBERS: Baese, Duncan, Evans, Gilbert, Hampton, Krinks, Medlock, Parker Peters

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> 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 anticipate an

	<p>passed their Praxis II Content Exams.</p> <p><u>Recommendation:</u> Faculty and supervisors will emphasize Content Knowledge in feedback and lesson planning.</p>					increase in scores.
Spring 2021	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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.
Fall 2021	<p><u>Analysis:</u> Upon analysis, faculty observed that all student teachers (100%) passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.2/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u></p>					All component scores are 3.2/4.0 or stronger on average. We anticipate continued success for candidates.

	No changes planned at this time.					
Spring 2022	<p><u>Analysis:</u> Upon analysis, faculty observed that all student teachers (100%) passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.5/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All component scores are 3.5/4.0 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

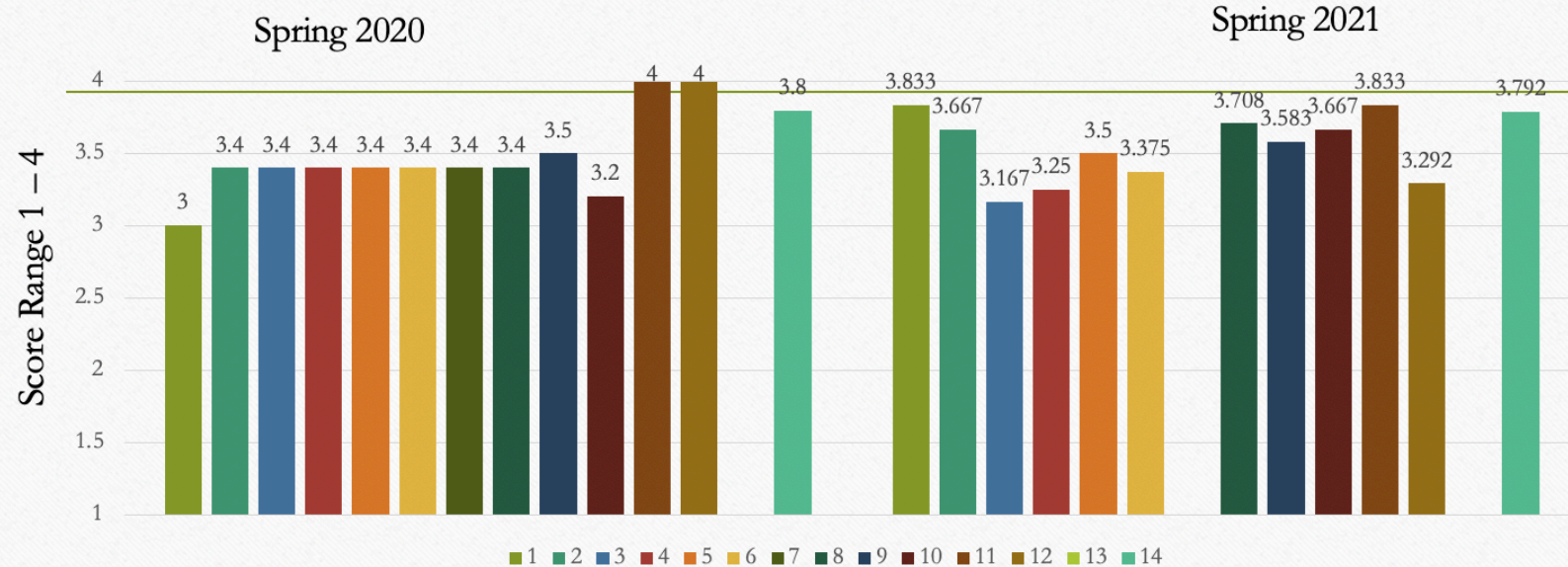
PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 – Goal 3.0/4.0 across components

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><u>Analysis:</u> Component scores range from 3.0/4.0 (Unit introduction) to 4.0/4.0 (Differentiated & Responsive Instruction). Scores rose (desired trend) in general. We are establishing trend data to use for analysis and planning.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> Upon analysis, faculty observe that component scores range from 3.16 (Knowledge & Skills) to 3.8/4.0 (Texts). The mean scores are all above the target 3.0/4.0 (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.
Spring 2022	<p><u>Analysis:</u> Upon analysis, faculty observe that component scores range from 3.2 (Essential Questions) to 4.0/4.0 (Introduction; Writing). The mean scores are all above the target 3.0/4.0 (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.

Literacy Unit Plan



Legend: 1 = Unit intro 2 = Unit Standards 3 = Knowledge, Skills, Understanding 4 = Essential Questions 5 = Assessment Plan 6 = Formative Assess. 7 = Summative Eval 8 = Scaffolding 9 = Instructional Strategies 10 = Lesson Plans 11 = Texts, Resources, Tech 12 = Differentiation 13 = Unit Analysis 14 = Writing

Graduate Initial License CIP

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, Hasty, Hauptman, Parker Peters, Parsley, Pryor-Graves, Simone

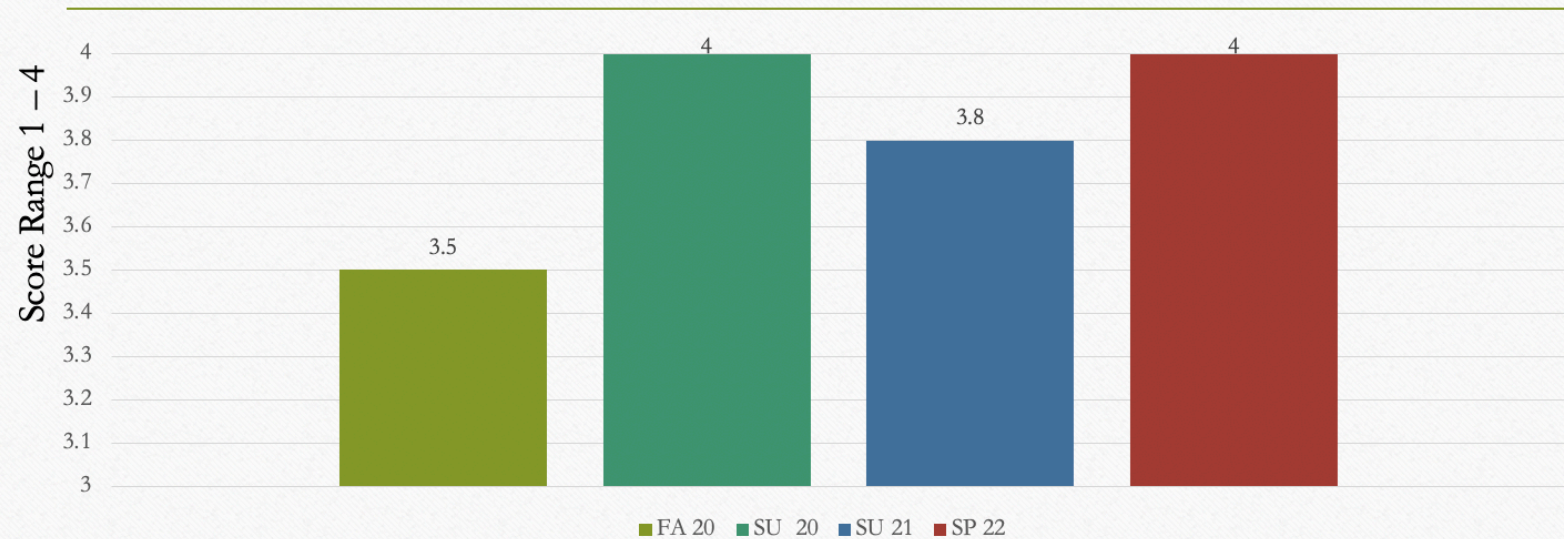
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> Faculty analyzed student performance on the Classroom Management Plan and were pleased that mean scores rose or maintained above 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><u>Recommendation:</u> Faculty will continue changes regarding Classroom Norms instruction. All instructors/professors agree upon and clearly</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.

	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.					
Summer 2020	<p><u>Analysis:</u></p> <p>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><u>Recommendation:</u></p> <p>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	<u>Analysis:</u>					All measured areas are 3.0/4.0 or

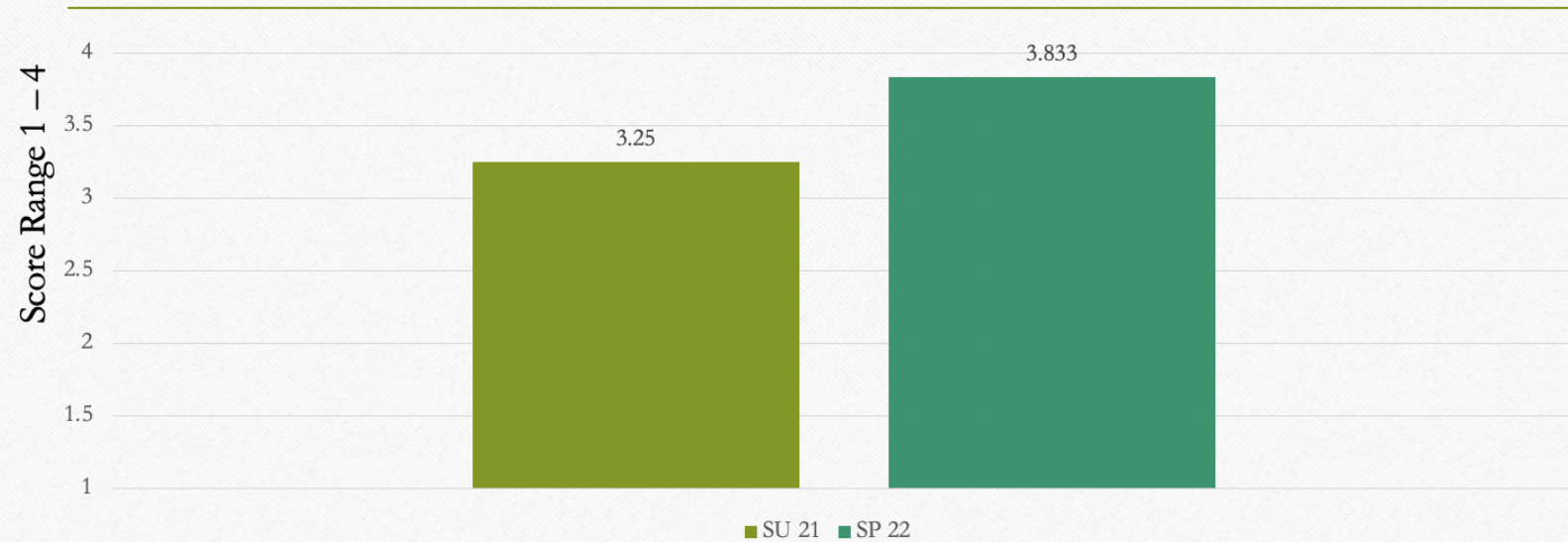
	<p>Faculty are pleased that all measured components are 3.0/4.0 on average. A new area of focus will be Family & Community Engagement Plan, as its score dropped to 3.196/4.0 on average.</p> <p>There was a drop in APA- perhaps this is due to professors applying more rigorous standards or because the 7th edition of APA style manual was published this fall.</p> <p><u>Recommendation:</u> Faculty will provide more examples and specific feedback targeting the Family & Community Engagement Plan. At some 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. We will also continue to monitor and update our practices in</p>					<p>stronger. Family & Community Engagement Plan will become a new Target area. We anticipate an increase in scores.</p>
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	Family and Community Engagement.					
Summer 2021	<p><u>Analysis:</u> Faculty looked at key assignment data at the end of the term and observed that all scores are above 3.5/4.0 except for Theoretical Base (3.25/4.0). This will become a target area for future semesters. Other target areas (e.g., APA) have increased (desired trend).</p> <p><u>Recommendation:</u> Faculty will spend more time on and provide more examples of theoretical base. Feedback on theoretical base will be specific and intentional.</p>					<p>All component scores are above 3.0/4.0. Theoretical Base will become a new target area, as its score is the lowest component (3.35/4.0).</p>
Spring 2022	<p><u>Analysis:</u> Faculty looked at key assignment data at the end of the term and observed that all scores have risen above 3.5/4.0 (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>All scores are above proficient (3.0/4.0) We anticipate continued success for candidates.</p>

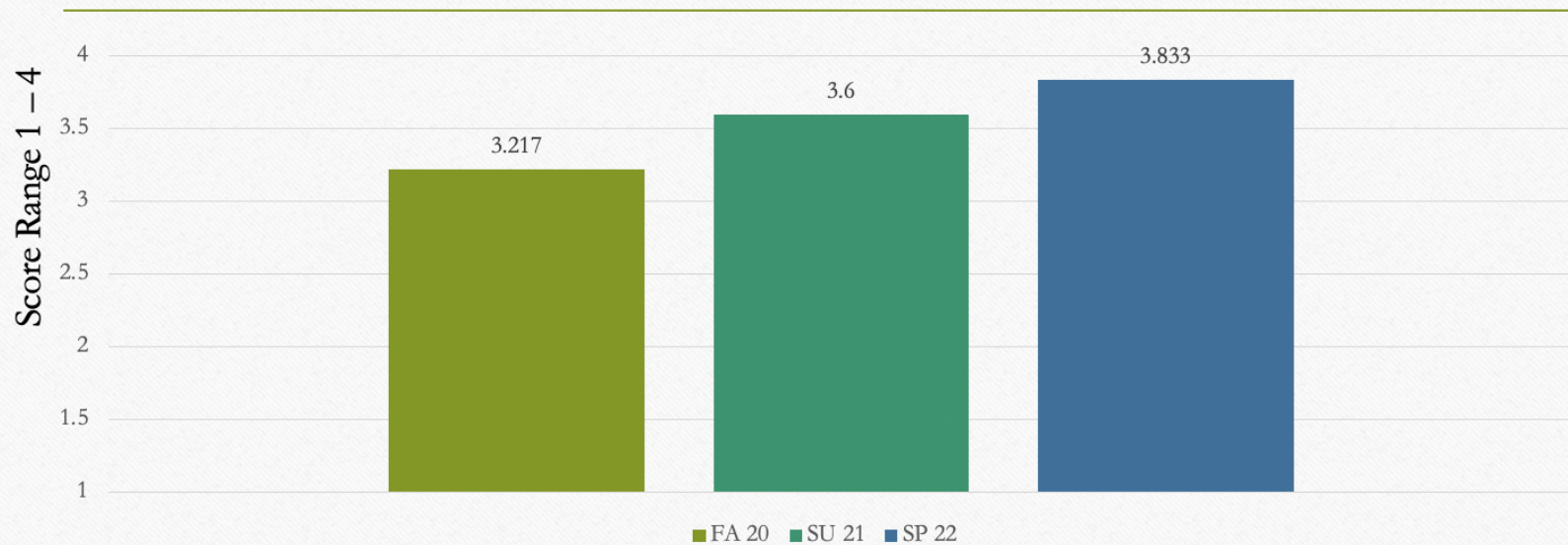
Classroom Norms & Rules



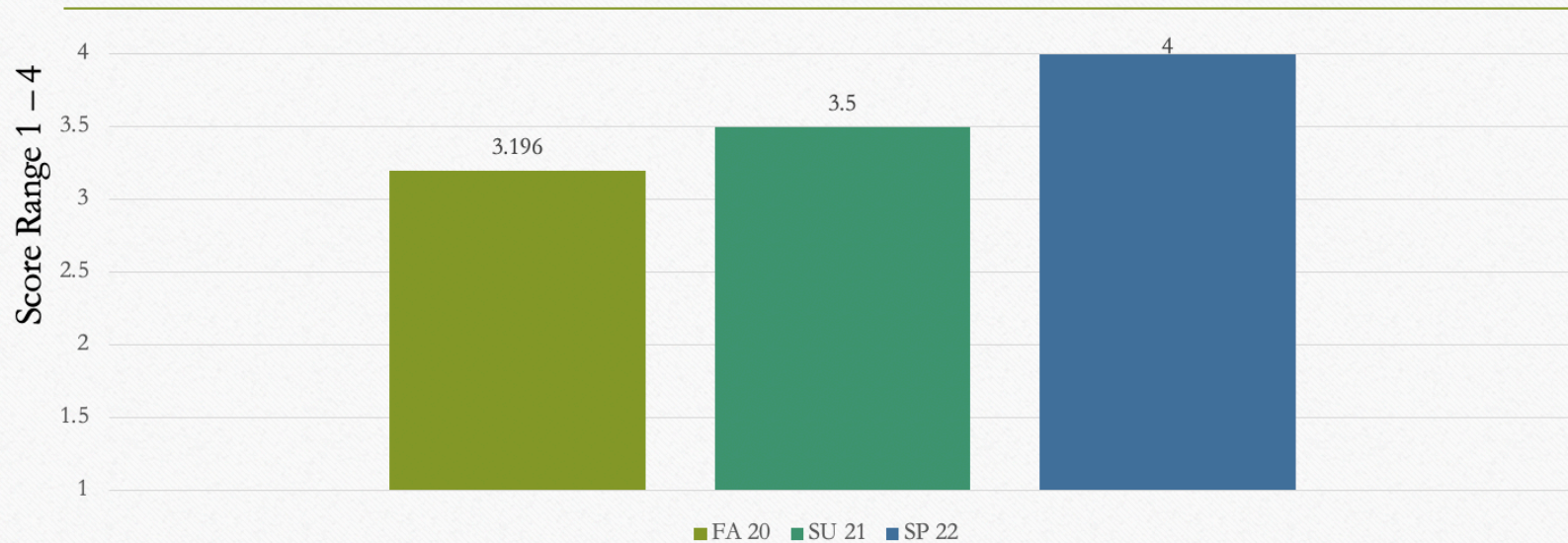
Theoretical Base



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, 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>Analysis:</u> 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	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>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 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><u>Recommendation:</u> 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</p>					
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	<p>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.</p> <p>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 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</p>					
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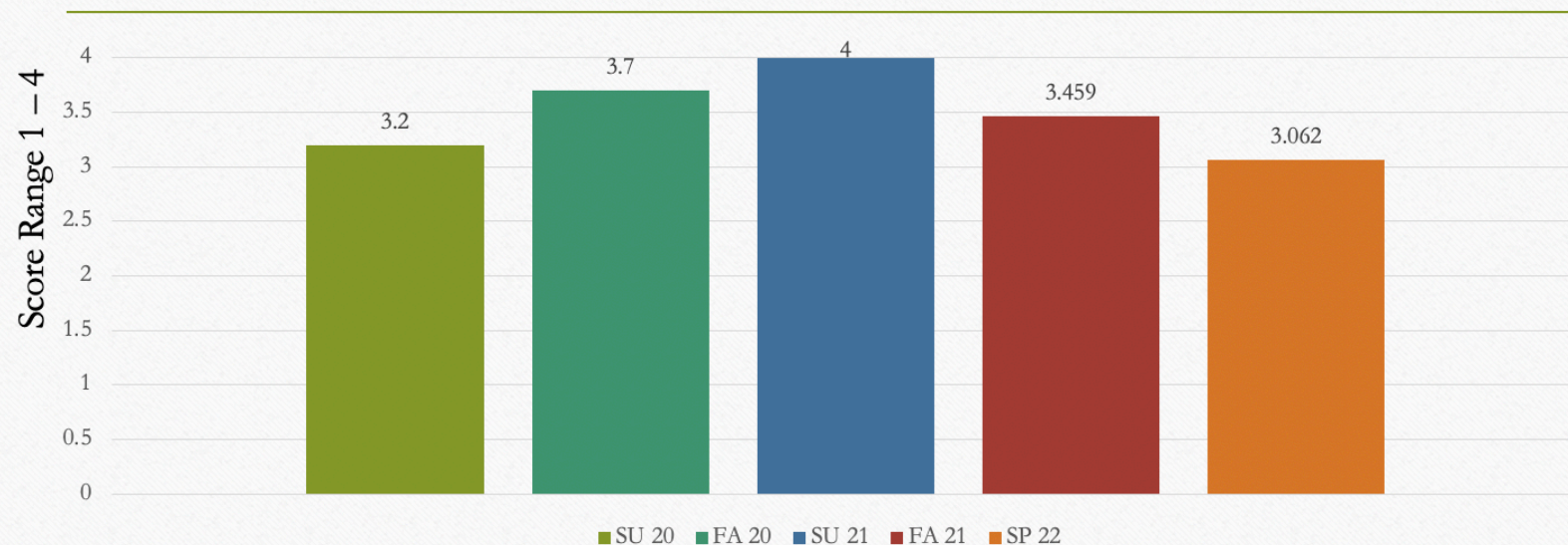
	<p>modeled in all course sections and included in the unit plans.</p> <p>We as a faculty will continue to focus on Assessment and model multiple methods for gathering evidence of candidates' progress throughout our own lessons and give more feedback on candidates' assessment plans in their unit and lesson plans.</p>					
Summer 2020	<p><u>Analysis:</u> 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</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>will be 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><u>Recommendation:</u> Differentiated Instruction will receive greater emphasis in feedback.</p>					
Fall 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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>All mean component scores are above 3.1/4.0. We anticipate continued success for our candidates.</p>

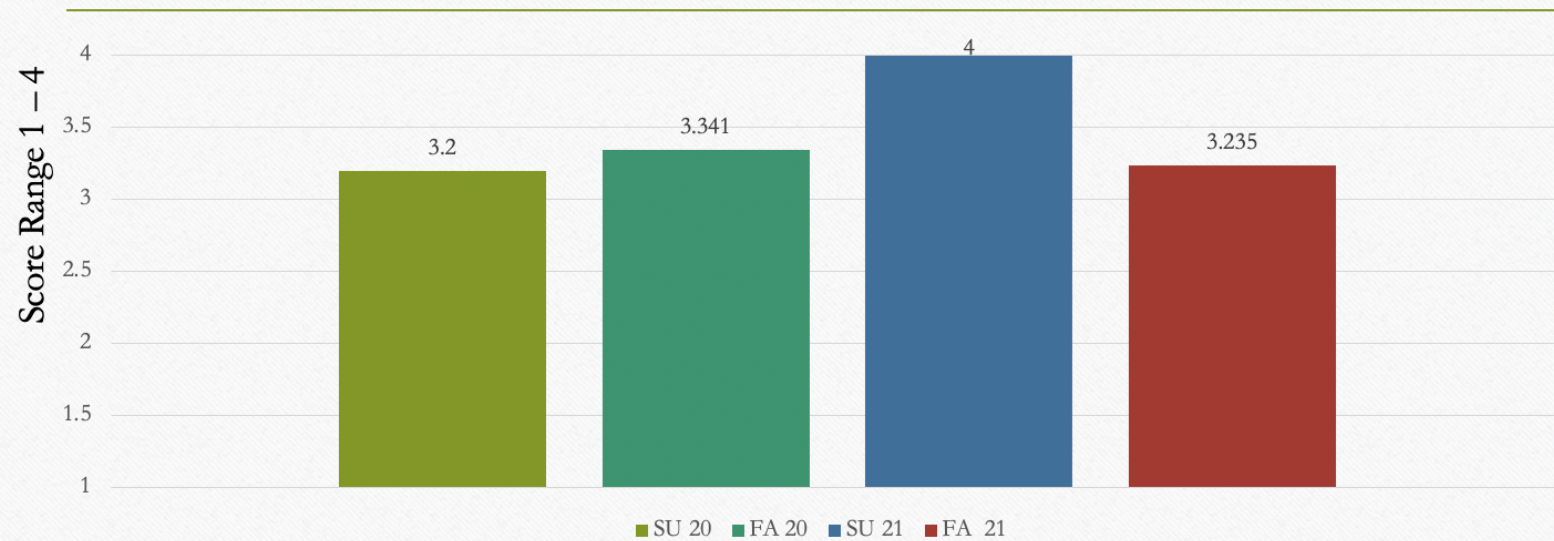
	Faculty will continue to emphasize differentiation in examples and feedback.					
Summer 2021	<p><u>Analysis:</u> Faculty were pleased to see that all candidates earned 4.0/4.0 across all components on the key assignment rubric. All component areas increased (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All component scores rose to 4.0/4.0 (desired trend). We anticipate continued success for our candidates.
Fall 2021	<p><u>Analysis:</u> Upon analysis, it was observed that all component scores were 3.2/4.0 or stronger (above 3.0 Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All component scores are above the goal of 3.0/4.0. We anticipate continued success for our candidates.

Spring 2022	<p><u>Analysis:</u></p> <p>Upon analysis, it was observed that all component scores were 3.0/4.0 or stronger (above 3.0 Proficient). However, the Unit Introduction section dropped from 3.4 to 3.0 and will be monitored, though still above proficient.</p> <p><u>Recommendation:</u></p> <p>No changes planned at this time.</p>					<p>All component scores are above the goal of 3.0/4.0. We anticipate continued success for our candidates.</p>
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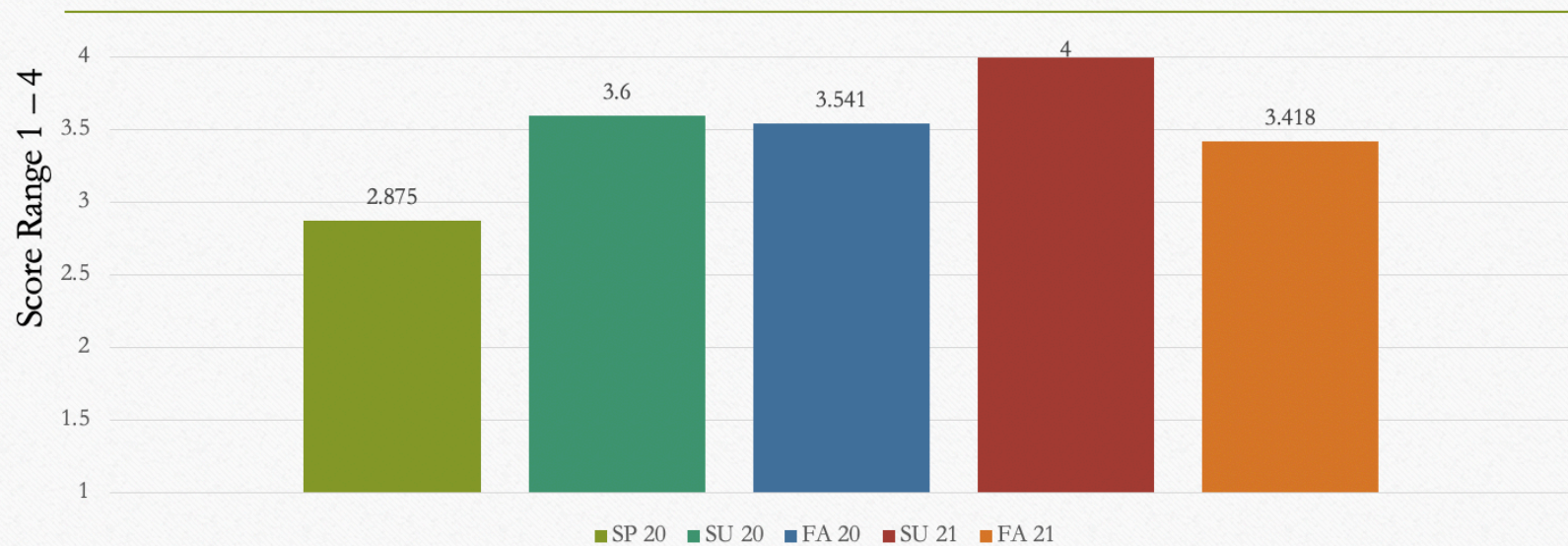
Unit Introduction/Description of the Learning Group



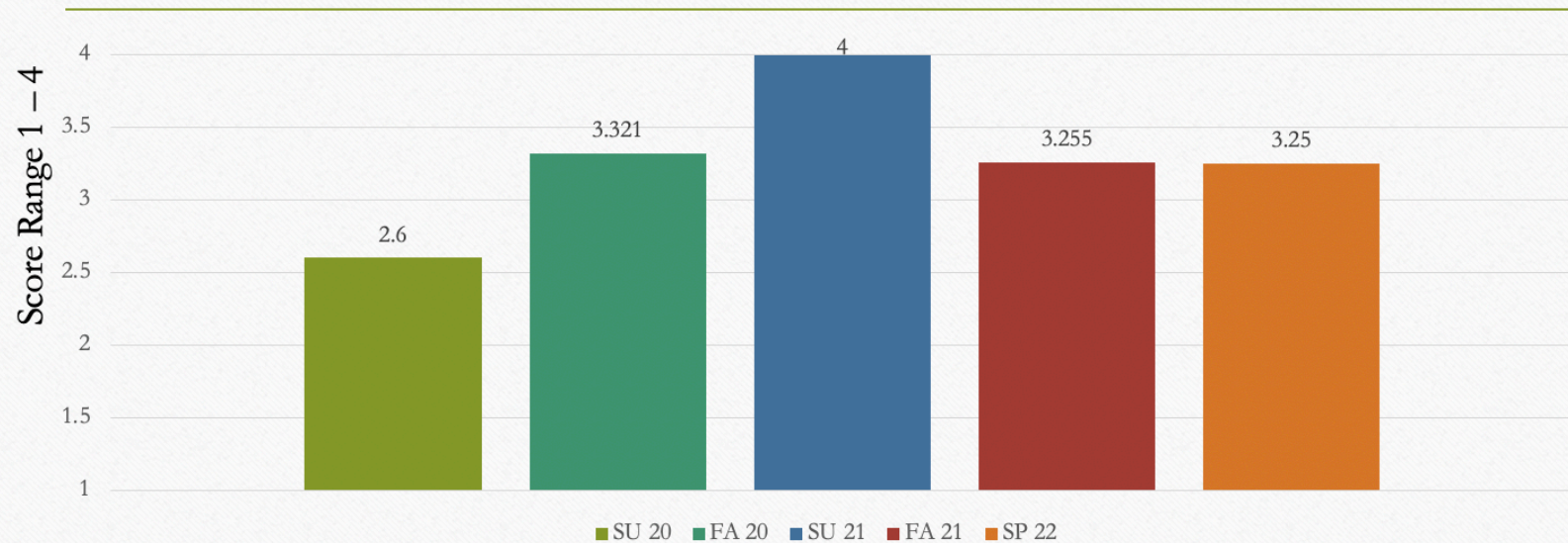
Assessment Plan



Learning Events: Scaffolding



Differentiated & Responsive Instruction



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: Advocacy paper assessed with Writing Rubric in EG 5023 Principles of Learning

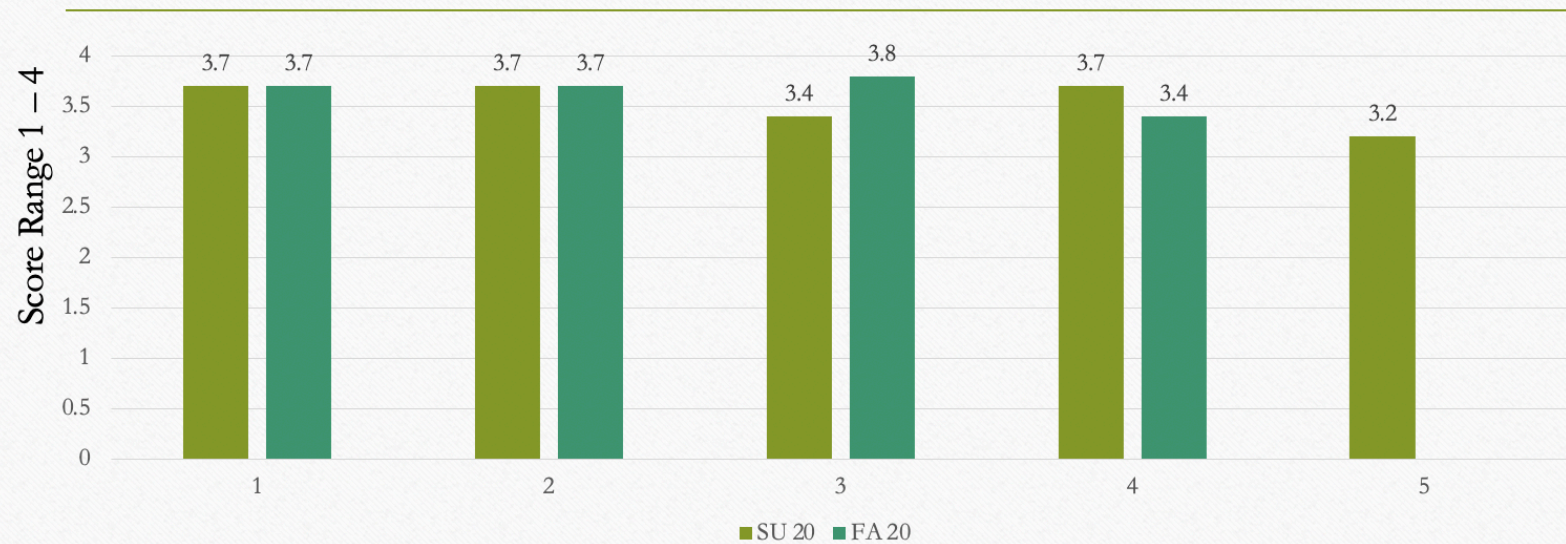
PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 Writing Quality 3.7

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

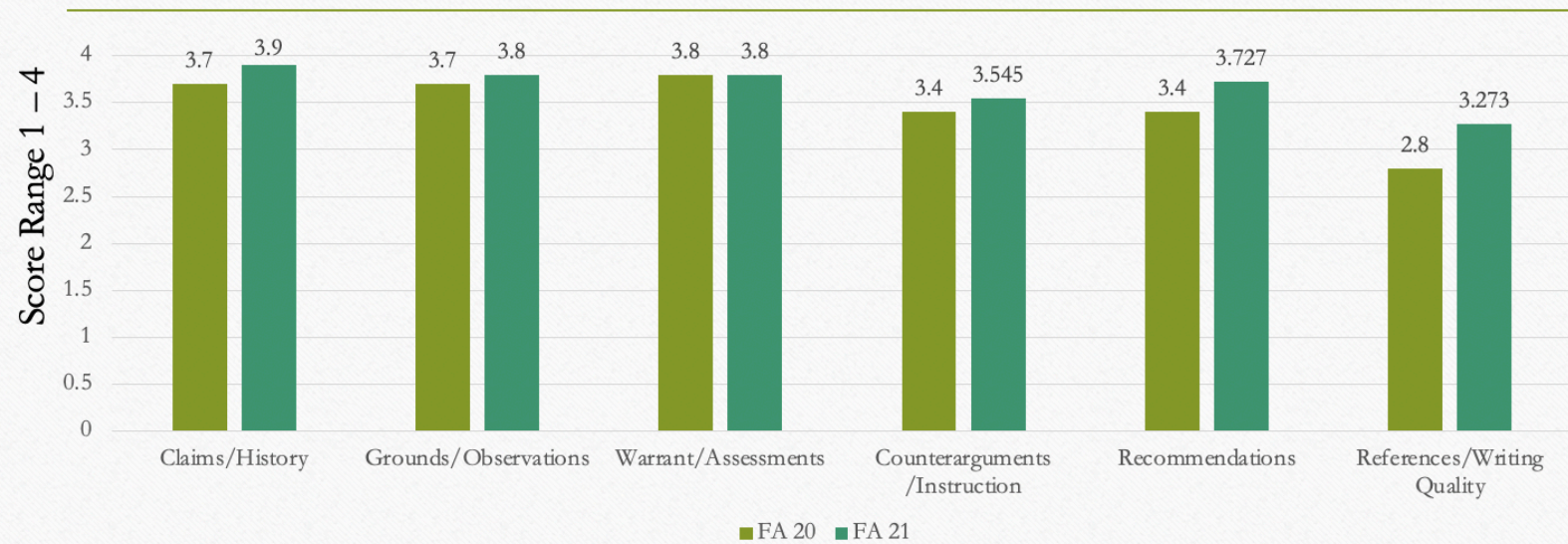
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2020	<p><u>Analysis:</u> No significant changes were observed in candidate performance. All component scores are 3.7/4.0 or stronger.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> This term, faculty introduced an updated rubric and key assignment (Advocacy Paper) and observed strong scores (>3.4/4.0) on all areas except Writing Quality/References, which earned a mean score of 2.842/4.0. This</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.

	<p>will become a new Target Area.</p> <p><u>Recommendation:</u> Candidates will receive more feedback on writing quality and will receive referral information for the university library writing lab resources as needed.</p>					
Fall 2021	<p><u>Analysis:</u> Upon analysis, all measured components were 3.2/4.0 or stronger on average, which represents an increase in scores (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>All component scores are above the goal of 3.0/4.0. We anticipate continued success for our candidates.</p>

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; Fall 2021 switch to Literacy Test Rubric

PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 – Instruction 3.6/4.0; Baseline Fall 2021 4.0/4.0

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

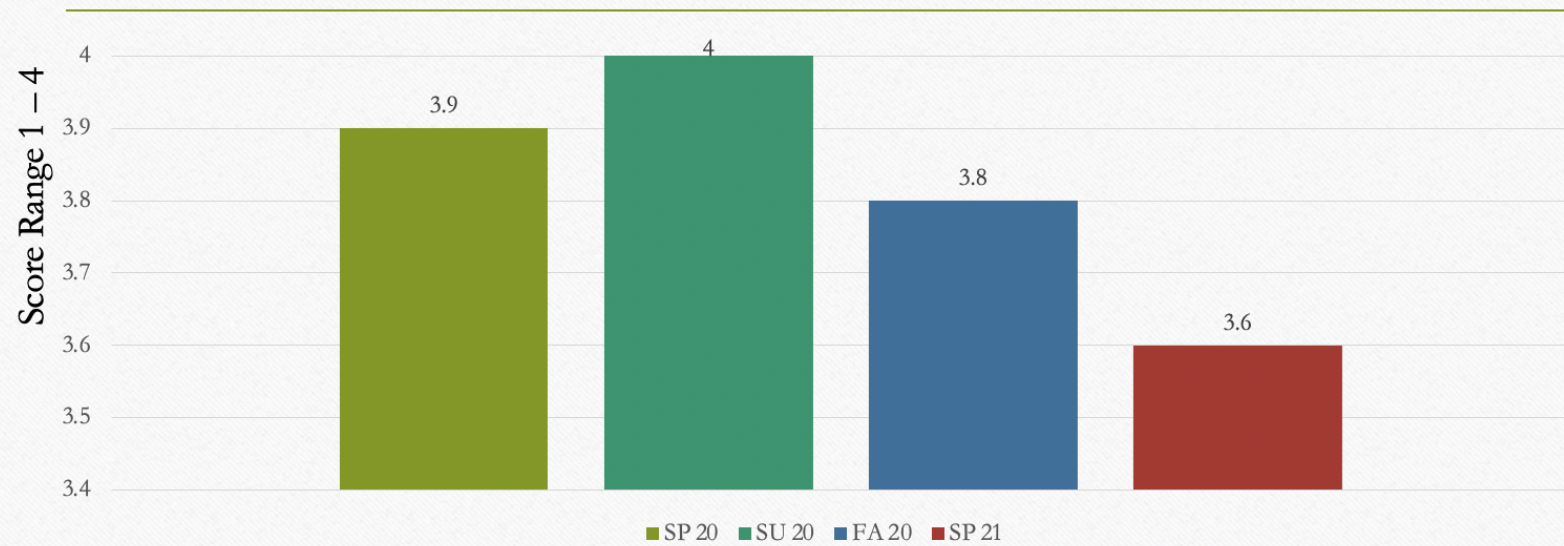
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> Literacy faculty looked at the key assignment at the end of the semester and were pleased that students continue to earn scores of 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><u>Recommendations:</u> Teacher candidates are</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

	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.					
Summer 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> No changes planned at this time.</p>					Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment
Fall 2020	<p><u>Analysis:</u> 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</p>					Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment

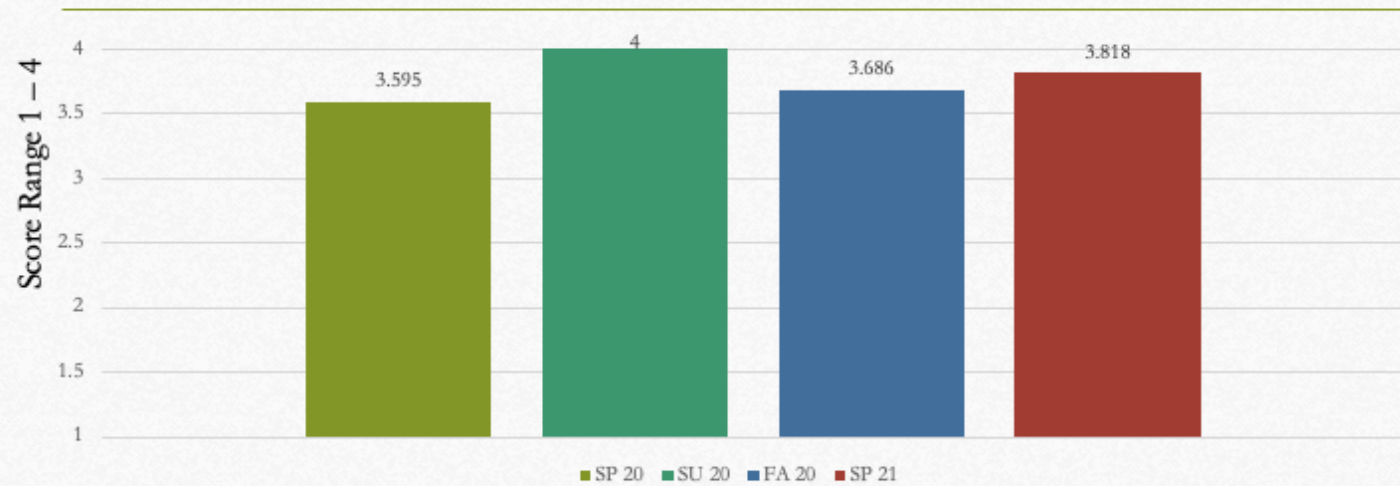
	<p>study rubric. The lowest score was in Instruction (still proficient). In looking at the Summer 2020 scores, all sections of the rubric being monitored were scored as perfect 4.0.</p> <p><u>Recommendation:</u> Faculty are pleased that candidates continue to perform strongly and will provide additional 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 to implement another IRR for this rubric.</p>					
Spring 2021	<p><u>Analysis:</u> 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</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>

	<p>components are above 3.5/4.0 on average.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					
Fall 2021	<p><u>Analysis:</u> Faculty implemented a new key assignment and rubric this term—the Literacy Test/Rubric in conjunction with National Council on Teacher Quality standards. On this first iteration, all candidates earned scores of 4.0/4.0 across all measured components.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidates earned mean scores of 4.0/4.0 across all areas. We anticipate continued success for our candidates.
Spring 2022	<p><u>Analysis:</u> In the second iteration of its use, faculty noticed that all component scores are 3.4/4.0 or stronger. Though scores dropped from 4.0, they are still above Proficient (3.0) across components.</p> <p><u>Recommendation:</u> Faculty will continue to collect data and monitor performance trends. No changes planned at this time since candidates are scoring above proficient.</p>					All component scores were above 3.0/4.0. We anticipate continued success for candidates.

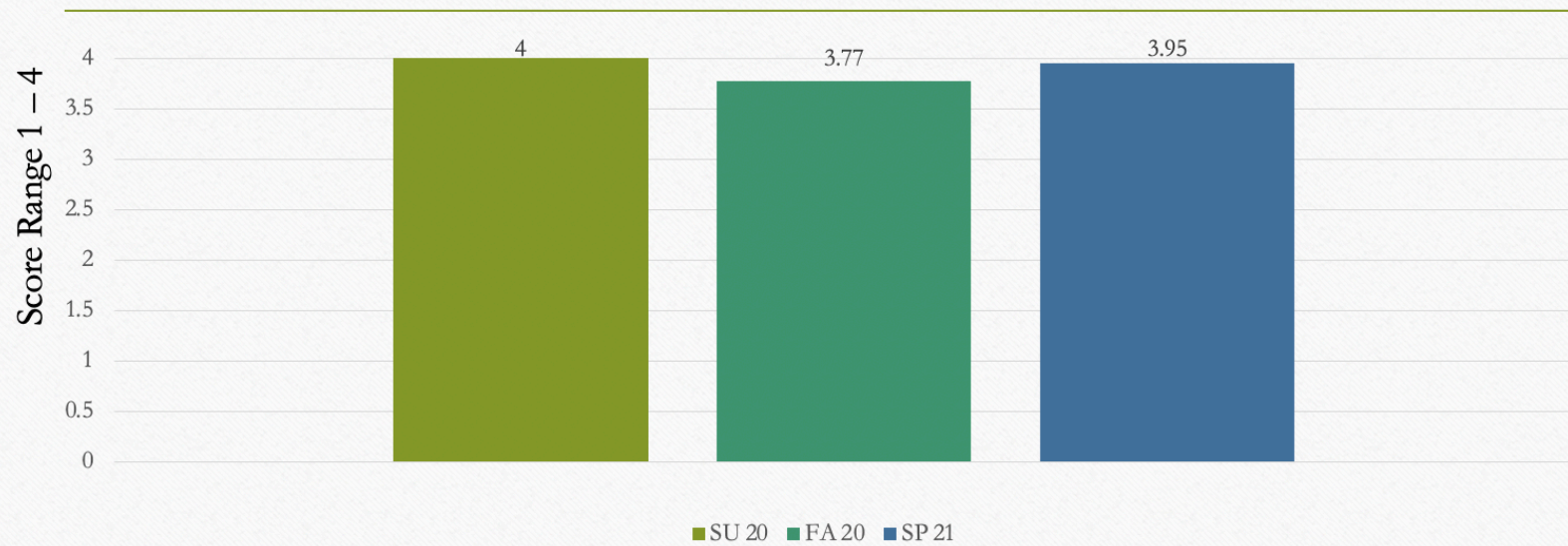
Organization



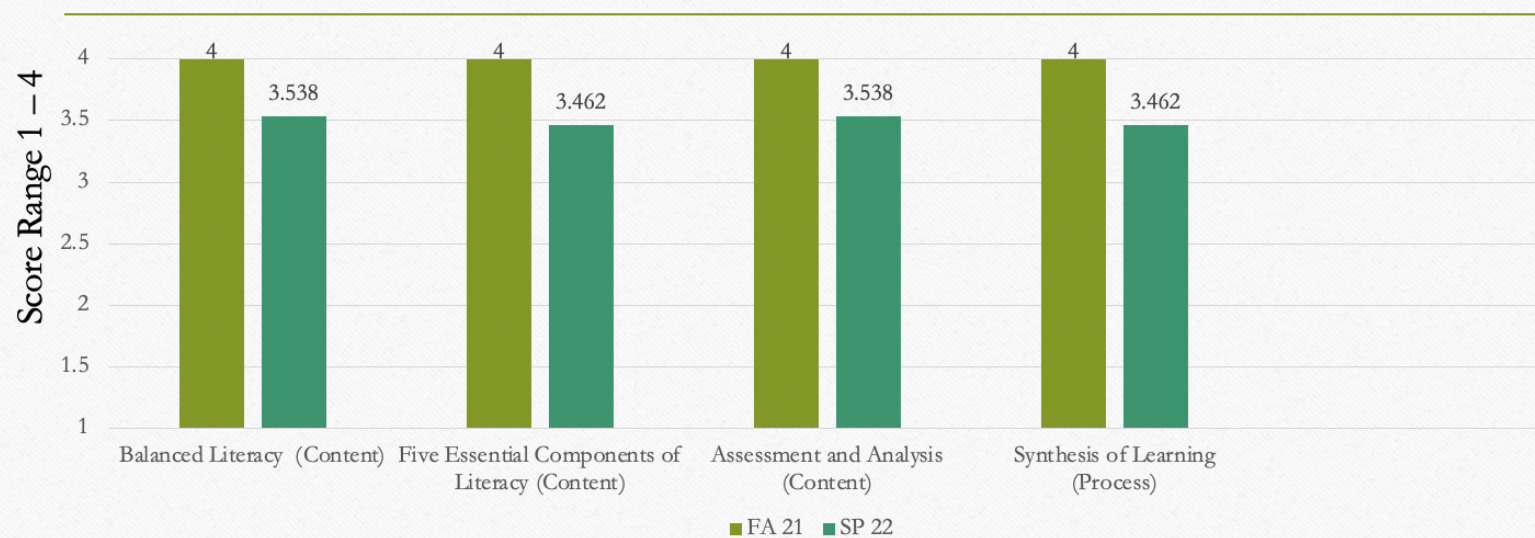
Instruction



Assessments



Literacy Test Rubric



LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT

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; Changed to scores on Research paper Fall 2021

PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 - Action Research Score = 3.5; Baseline Fall 2021 Writing Quality 3.4, APA 3.2, Organization, 3.5, Timeliness/Length 4.0

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

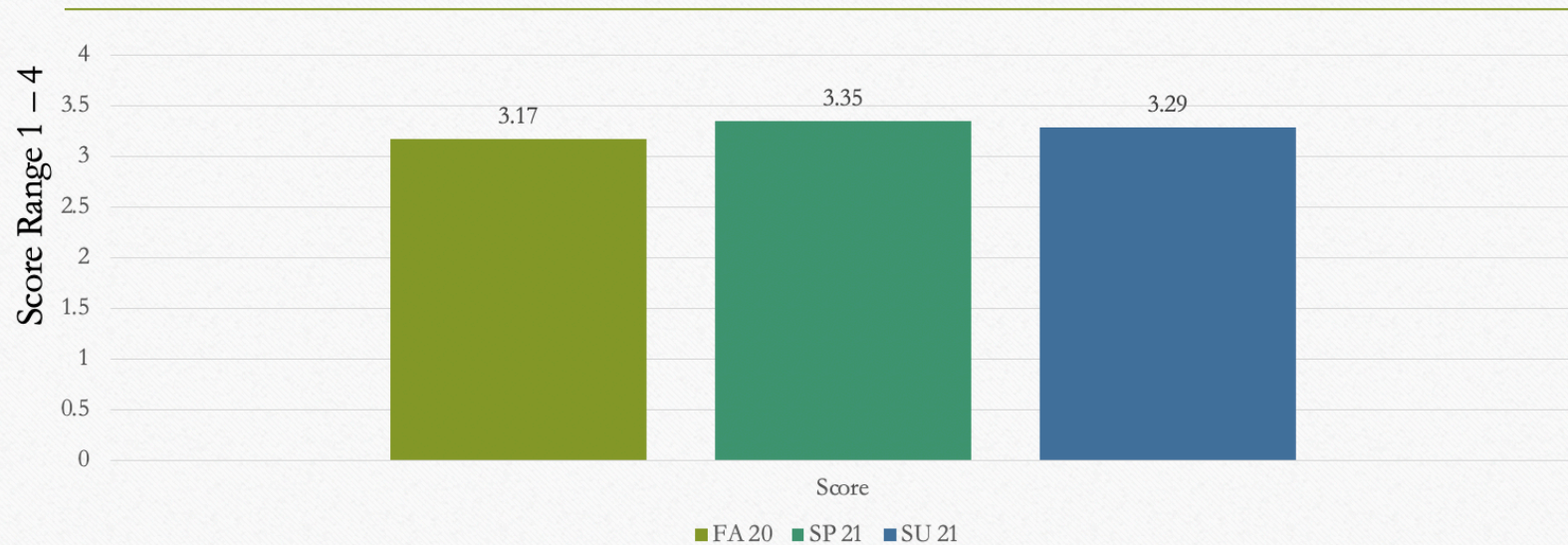
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> Research faculty continue to meet as a PLC and examined key assignment scores. The mean presentation score dropped to 3.57/4.0, which 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><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u></p>					In the first iteration of the new rubric, candidates scored 3.17/4.0 on average. We anticipate continued success for candidates.

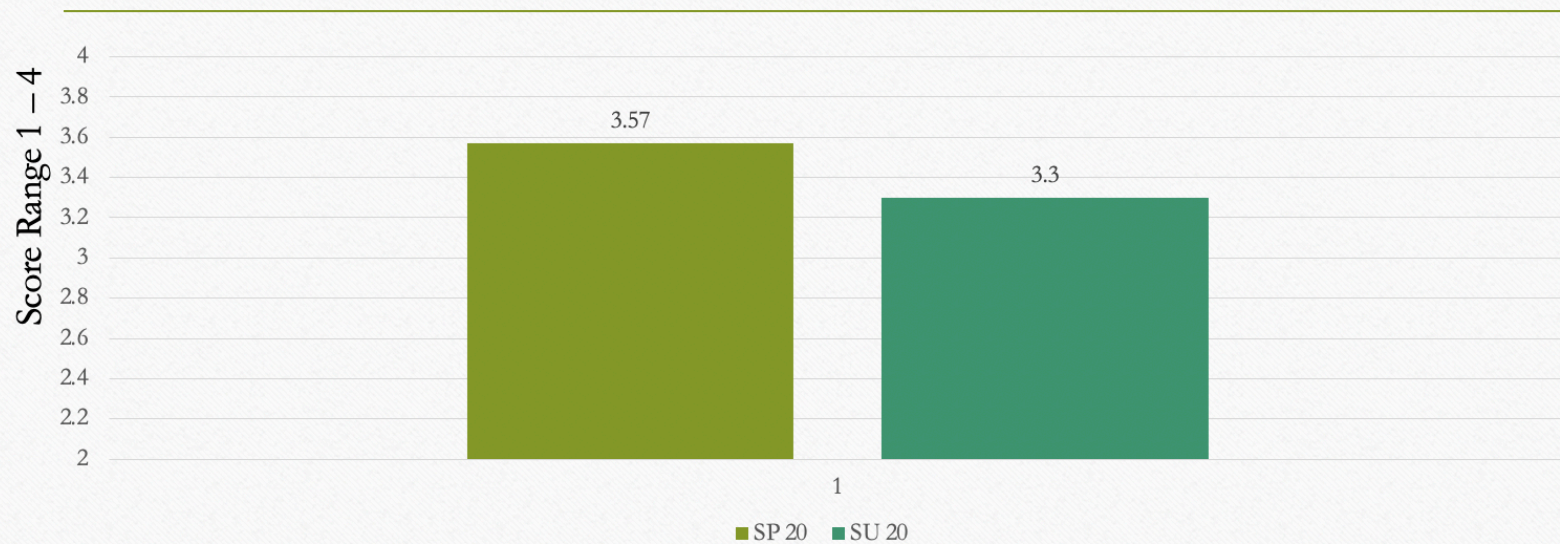
	<p>Because a new, updated rubric was introduced, professors need to continue to monitor this new rubric. Professors may need to continue to meet as a PLC to adjust the rubric as needed after each semester.</p> <p>No changes planned at this time as faculty want to collect more data and feedback.</p>					
Spring 2021	<p><u>Analysis:</u> 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><u>Recommendation:</u> Research faculty will continue inter-rater training and to meet as a PLC to share ideas to support continued success on this assignment.</p>					Candidates' scores rose to 3.35/4.0. We anticipate an increase in scores.
Summer 2021	<p><u>Analysis:</u> Faculty evaluated candidate performance on the key assignment and observed performance maintenance (mean score 3.29/4.0).</p> <p><u>Recommendation:</u> Research faculty will continue inter-rater</p>					Candidates' mean scores did not change significantly and are still above the goal mean score. We anticipate an increase in scores.

	training and to meet as a PLC to share ideas to support continued success on this assignment.					
Fall 2021	<p><u>Analysis:</u> Research faculty decided to change the key assignment from the presentation to the paper, as this is an assignment that better reflects the learned content in the course. In this first iteration, candidates earned mean scores of 3.2/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidates earned scores of 3.2/4.0 or stronger on all measured components. We anticipate continued success for our candidates.
Spring 2022	<p><u>Analysis:</u> Faculty continued to use the paper as the key assignment and used the new research paper rubric with it. In this iteration, all mean component scores were 3.0/4.0 or stronger (desired trend).</p> <p><u>Recommendation:</u> The research faculty will continue to meet as a PLC but no changes planned at this time.</p>					We anticipate an increase in scores.

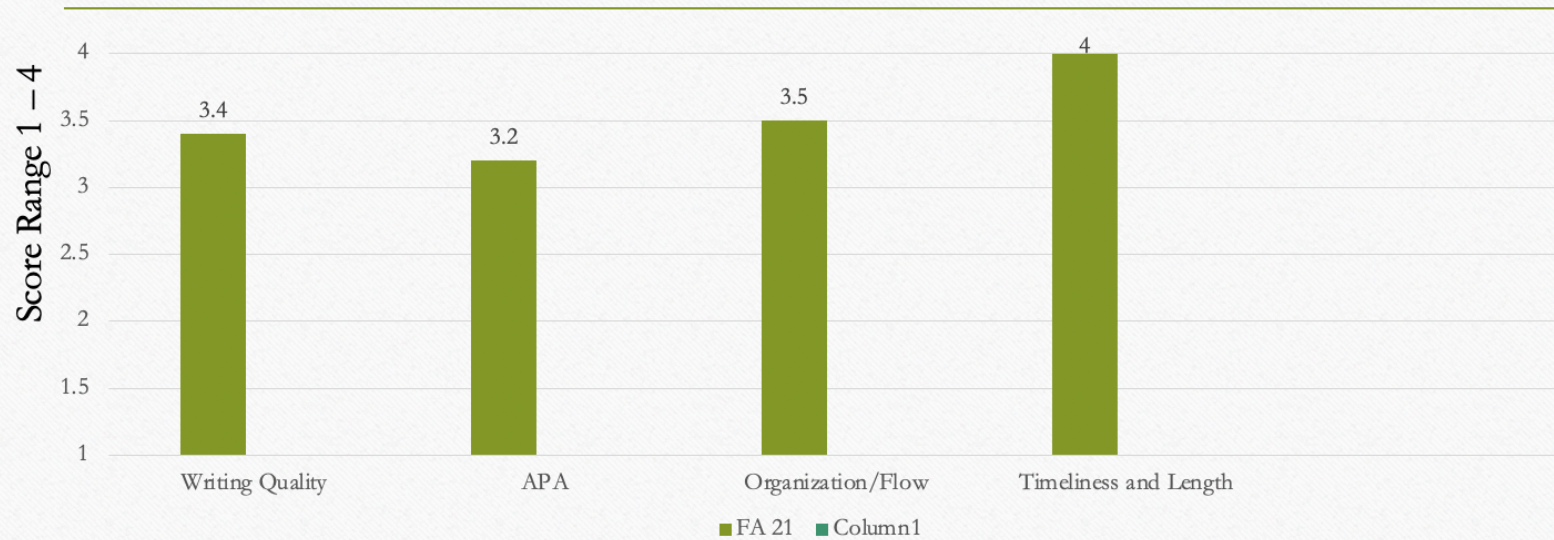
IP Action Research Presentation



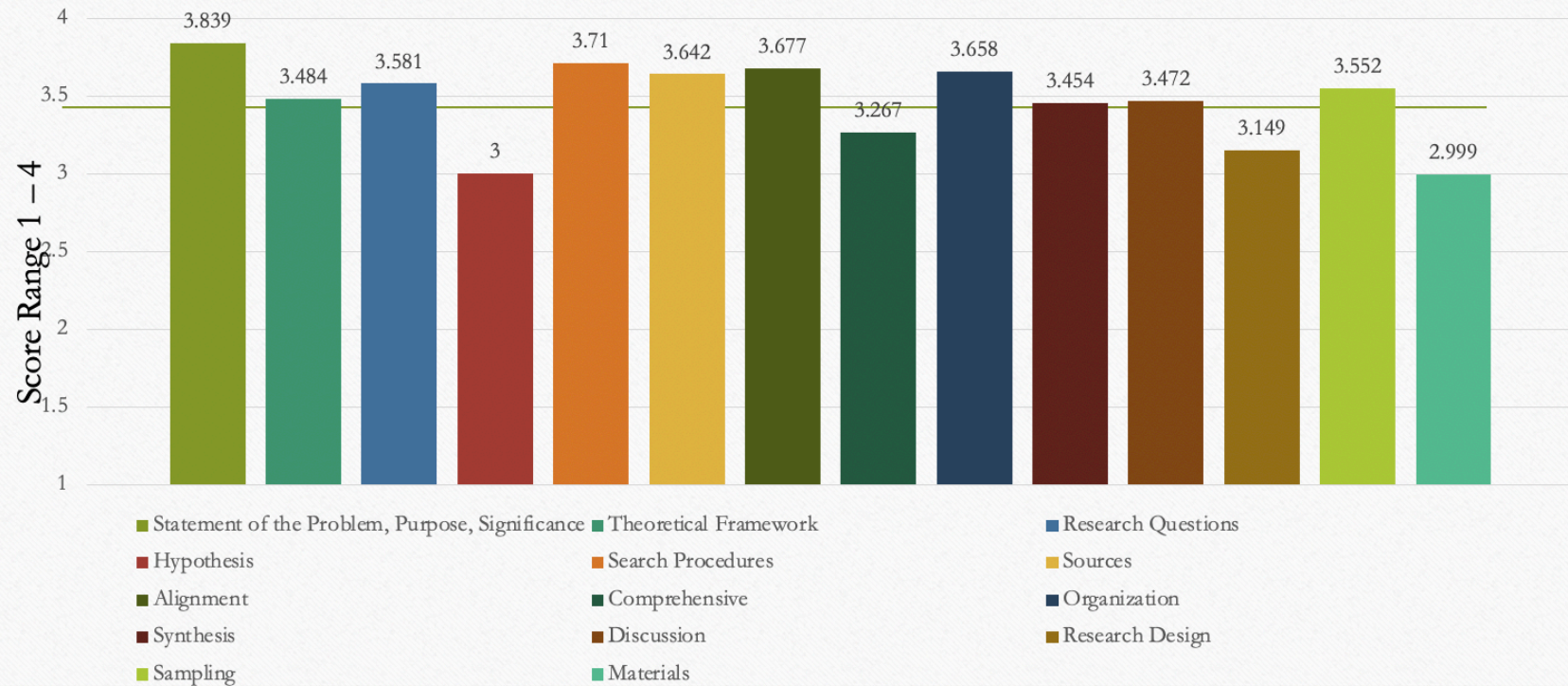
IP Action Research Presentation



Research Paper Rubric



Research Paper Rubric



Spring 2022

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

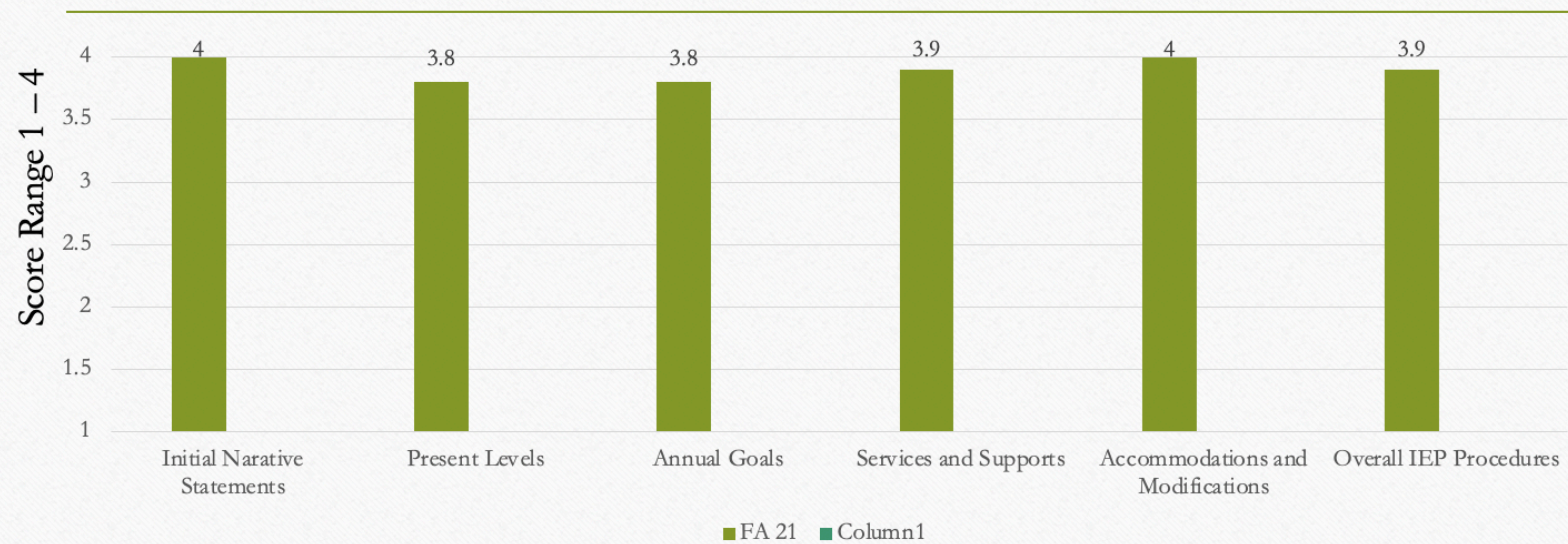
TEAM MEMBERS: Baese, Bridges, Fain, Garcia, Hampton, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> SPED faculty reviewed candidate performance and were pleased that candidates</p>					Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.

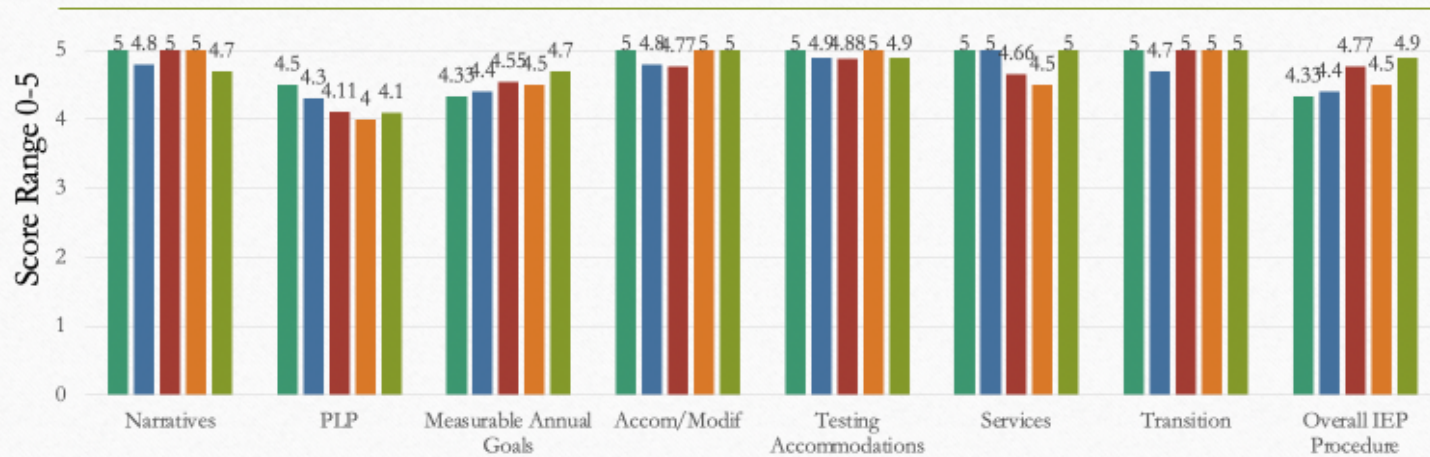
	<p>earned scores of 4.3/5.0, which are high, stable scores demonstrating candidate success with the content.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					
Fall 2020	<p><u>Analysis:</u> Faculty analyzed candidate performance and observed that scores were at least 4.1/5.0 across all measured components.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u> 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.
Summer 2021	<p><u>Analysis:</u> Faculty analyzed candidate performance and</p>					Mean scores were all at least 4.1/5.0 across components.

	<p>observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend). Overall IEP score is 4.9/5.0.</p> <p><u>Recommendation:</u> Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric. No other changes planned at this time.</p>					We anticipate an increase in scores.
Fall 2021	<p><u>Analysis:</u> Faculty revised the rubric to be more consistent with other COE rubric scoring mechanisms. In addition, rubric components have been updated to new CEC standards. In this first iteration of the updated IEP rubric, candidates earned scores of 3.8/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All components were 3.8/4.0 or stronger. We anticipate continued success for our candidates.

2021 IEP Rubric



IEP Rubric 2019



Narratives PLP Measurable Annual Goals Accommodations/ Testing Modifications Services Transition Plan Overall IEP Procedures

College of Education

MEd Advanced Core

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; Switched to Action Plan in 2019

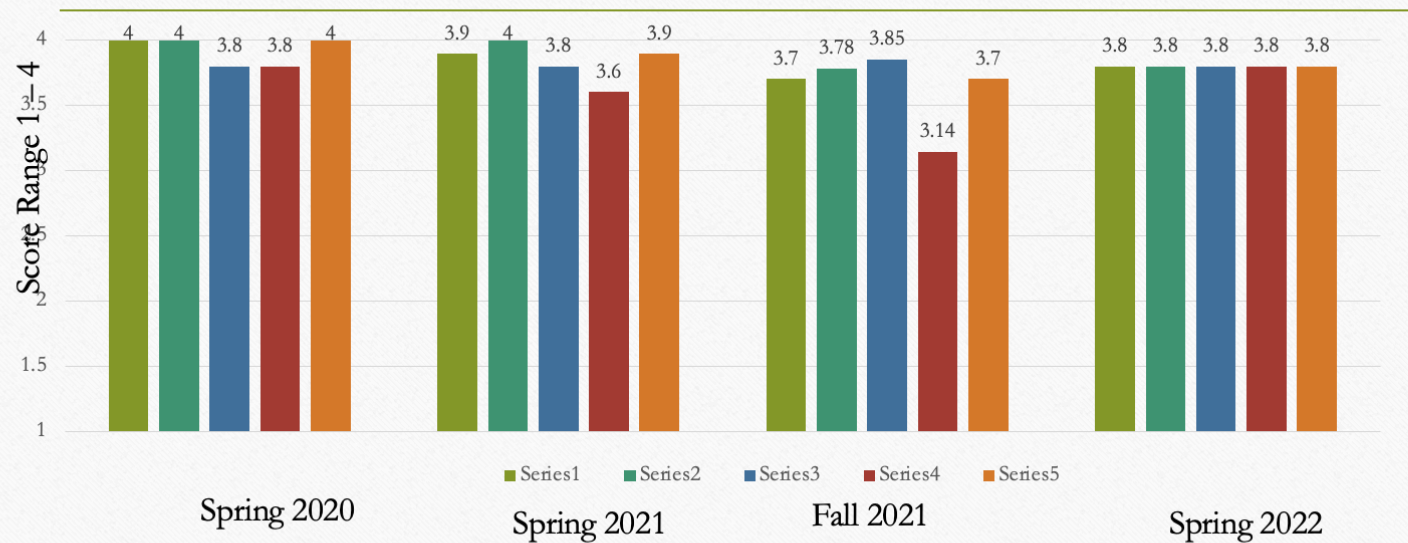
PRESENT LEVEL OF PERFORMANCE: Baseline: 2017 - (Conventions Score = 3.8)

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><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> Upon analysis, scores increased to</p>					Component scores ranged from

	<p>3.6/4.0 (Mechanics) to 4.0/4.0 (Audience and Voice) on average, representing a desired trend.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>3.6/4.0 to 4.0/4.0. We anticipate an increase in scores</p>
Fall 2021	<p><u>Analysis:</u> In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components. However, Mechanics dropped to 3.1/4.0.</p> <p><u>Recommendation:</u> Faculty feedback will include a concerted focus on mechanics this term.</p>					<p>All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.</p>
Spring 2022	<p><u>Analysis:</u> In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components, and the Mechanics score rose from 3.1/4.0 to 3.8/4.0 (desired trend)</p> <p><u>Recommendation:</u> Faculty feedback will continue to include a concerted focus on mechanics this term.</p>					<p>All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.</p>

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

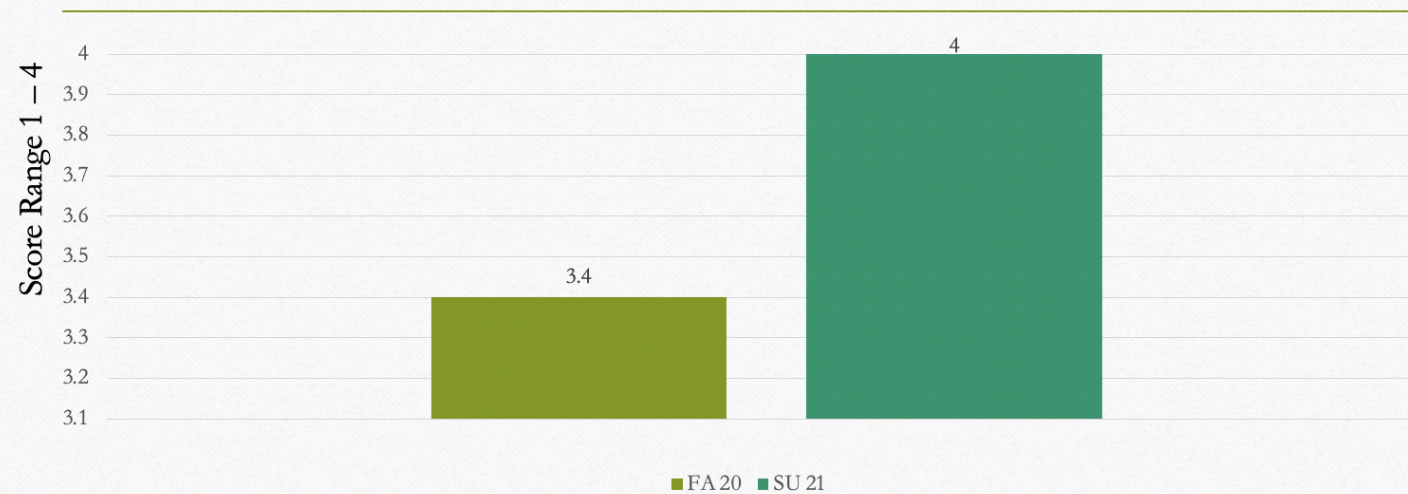
PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 - (3.4/4.0)

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

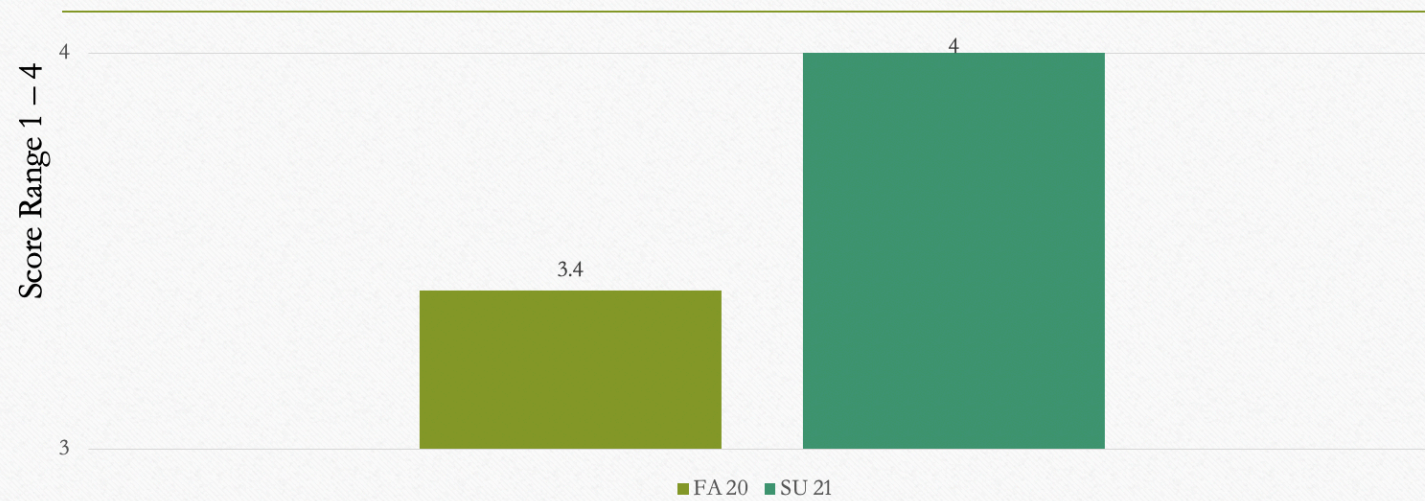
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><u>Analysis:</u> This semester, all component scores dropped to 3.4/4.0 on average. This is still above 3.0-Proficient. However, scores have decreased. This is the first term the course has been taught since the onset of COVID-19.</p> <p><u>Recommendation:</u> Course changes due to COVID-</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.

	19 will be evaluated to see what differences may have led to student score decreases.					
Summer 2021	<p><u>Analysis:</u> Faculty were pleased that candidate scores rose on all components to 4.0/4.0 (desired trend).</p> <p><u>Recommendation:</u> Faculty have attended trainings regarding hybrid course delivery, which may have supported stronger scores during this time. No changes planned at this time.</p>					Scores on all components increased to 4.0/4.0 (desired trend). We anticipate continued success for our candidates.

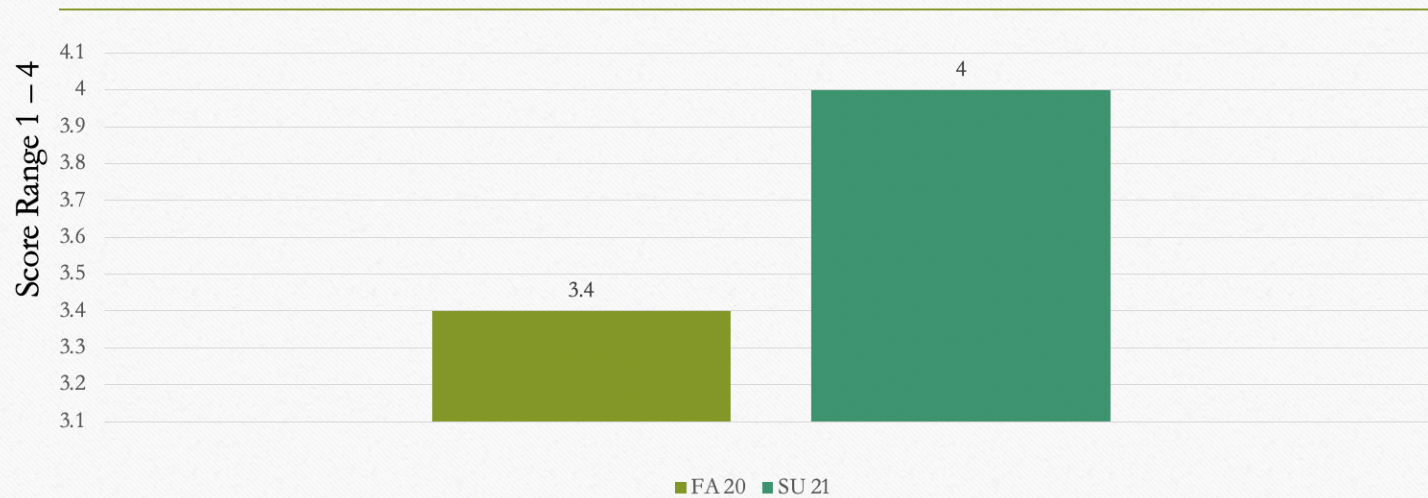
Word Choice



Audience & Voice



Organization



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>Analysis:</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	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>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 semesters to accommodate online presentations.</p> <p><u>Recommendation:</u> The PLC will discuss how to better prepare students for online research presentations should the need arise.</p>					
Summer 2020	<p><u>Analysis:</u> 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</p>					<p>Candidate scores have decreased to 3.3/4.0. We anticipate an increase in scores.</p>

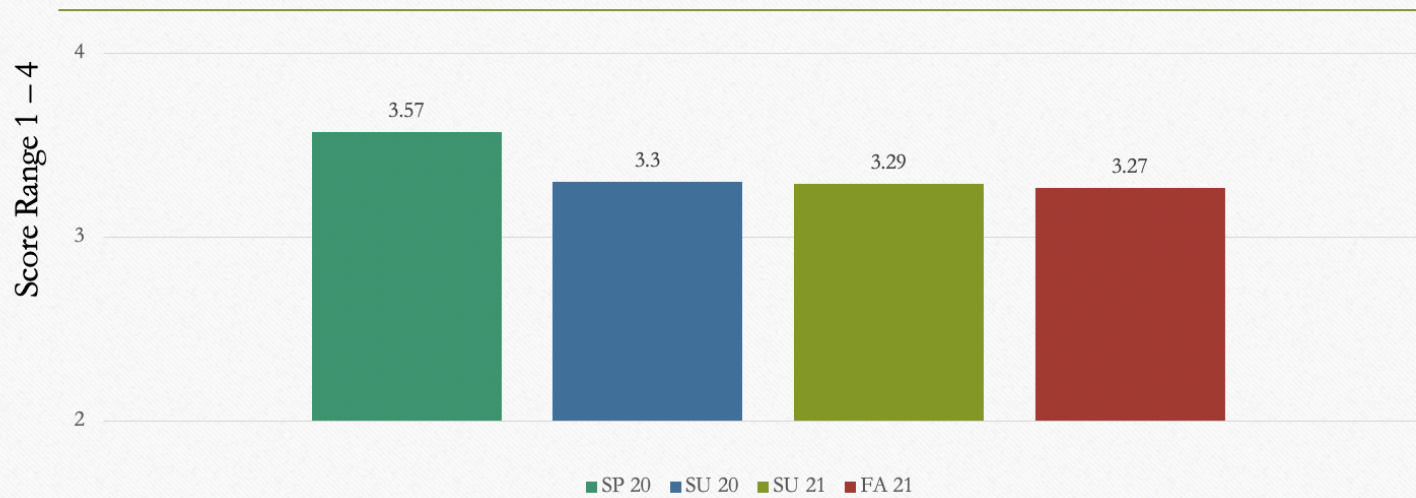
	<p>presentation score dropped from a 3.5 to a 3.3 overall. This exceeds the goal of 3.0/4.0.</p> <p><u>Recommendation:</u> The Research PLC created new rubrics for the key assignment presentation over the summer. Different rubrics will be used by courses that implement a proposal versus professional 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>					
Fall 2020	<p><u>Analysis:</u> 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</p>					<p>All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.</p>

	<p>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><u>Recommendation:</u> Research faculty will emphasize writing quality and university resources as a part of the revision process.</p>					
Spring 2021	<p><u>Analysis:</u> 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><u>Recommendation:</u> Research faculty will continue emphasize writing quality and university APA resources</p>					All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.

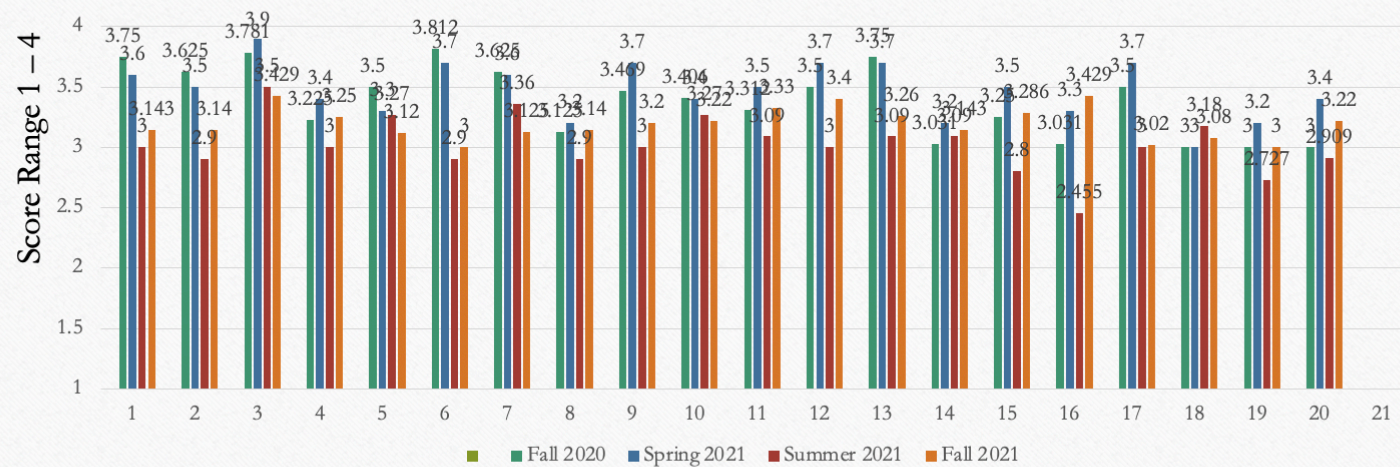
	as a part of the revision process.					
Summer 2021	<p><u>Analysis:</u> Program and research faculty observed that several component scores decreased this term. Organization, APA, Data Analysis, Data Collection, Comprehensive, Sources, and Theoretical Framework all fell below 3.0/4.0.</p> <p><u>Recommendation:</u> The Research PLC will continue inter-rater reliability training among research faculty and will evaluate methods of providing feedback and instruction to better support candidates in these areas.</p>					Several component areas decreased below the goal score of 3.0/4.0. We anticipate an increase in scores.
Fall 2021	<p><u>Analysis:</u> At the end of the term, research faculty evaluated student progress with the key assignment and found that all component scores</p>					All mean scores are 3.0/4.0 or stronger for each measured component. We anticipate an increase in scores.

	<p>are now 3.0/4.0 or stronger on average (desired trend). This is equal to the goal of 3.0/4.0 (Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					
Spring 2022	<p><u>Analysis:</u> In this second iteration, faculty were pleased that all component scores were 3.2/4.0 or stronger (above Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>Candidates earned scores above the proficient level. We anticipate continued success for candidates.</p>

Research Presentations



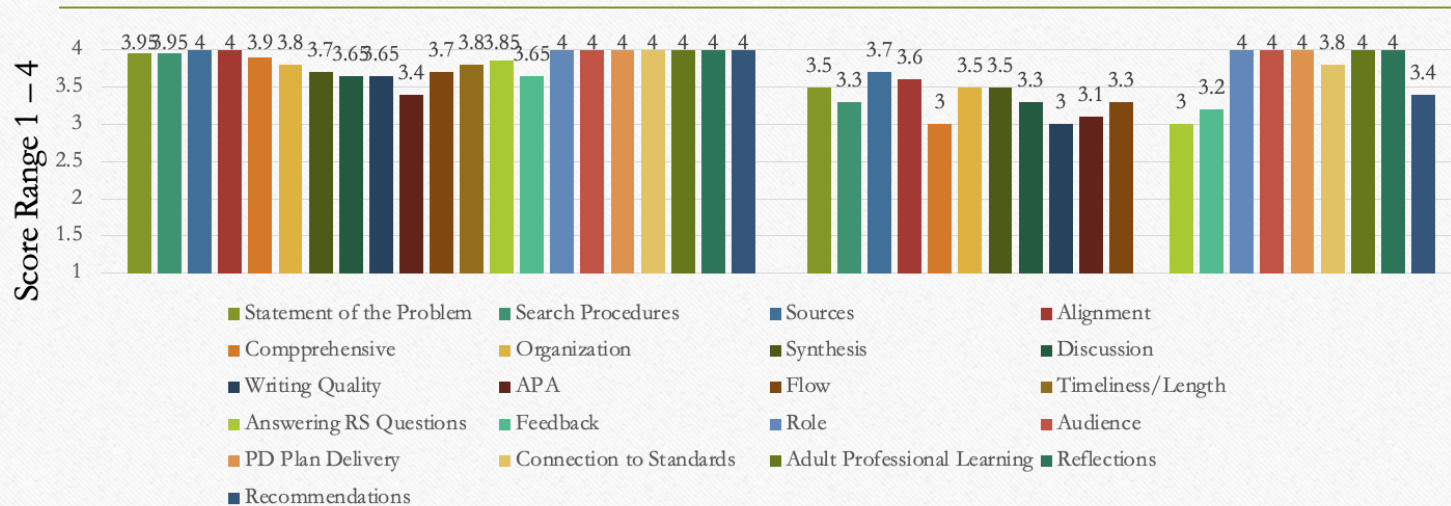
Action Research Paper



Key

1. Statement of Problem
2. Theoretical Frame
3. Research Questions
4. Hypothesis
5. Search Procedures
6. Sources
7. Alignment
8. Comprehensive
9. Organization
10. Synthesis
11. Discussion
12. Research Design
13. Sampling/Participants
14. Sources of Evidence
15. Data Collection
16. Data Analysis
17. Ethics
18. Writing Quality
19. APA
20. Organization

Research Writing Rubric



Fall 21

Spring 22

EdS Core

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; Fall 2021 New Research Paper Rubric

PRESENT LEVEL OF PERFORMANCE: Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8

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

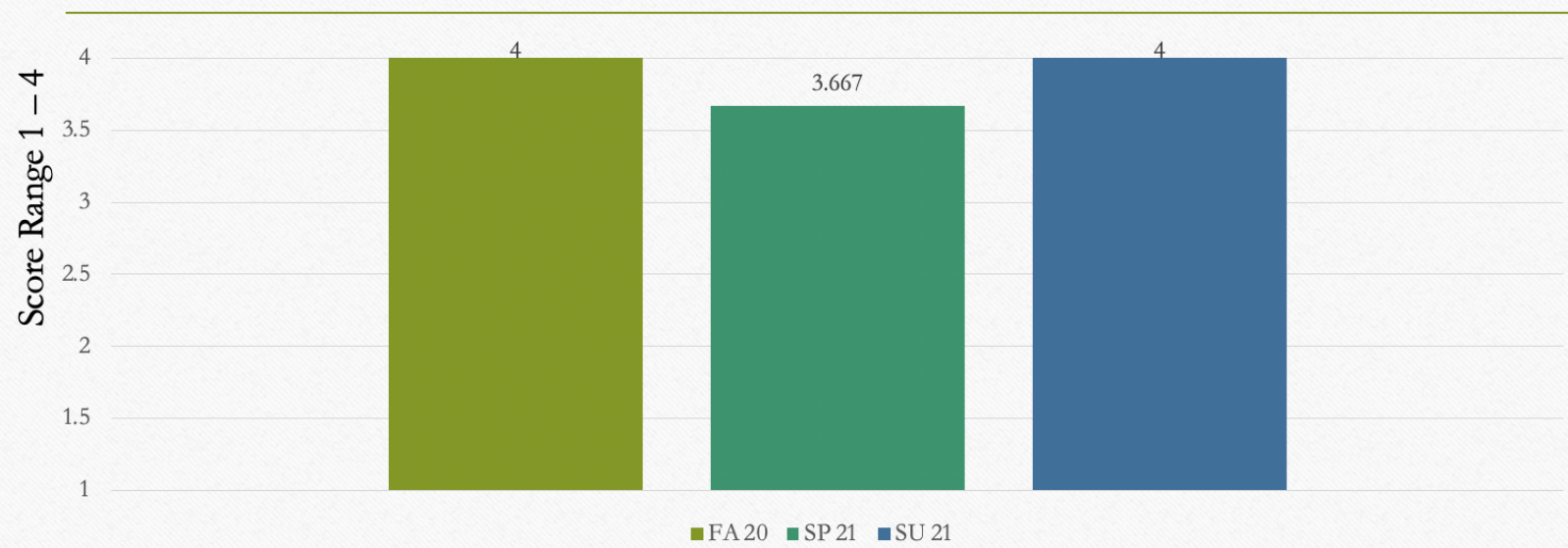
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> Due to COVID-19, half of the candidates were not able to complete the assignment requirements (received IP). Thus, data may not be representative of the cohort.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> Fifteen candidates enrolled in this course. All candidates earned exemplary (4.0/4.0) across measured areas on the Writing Rubric.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					All candidates earned 4.0/4.0 across all measured areas. We anticipate that future candidates will also perform strongly.
Spring 2021	<p><u>Analysis:</u> In this semester, candidate scores dropped in all areas of the rubric. Conventions dropped from 4.0 to 2.6/4.0 and</p>					Candidates scores dropped in all measured areas. We anticipate an increase in scores.

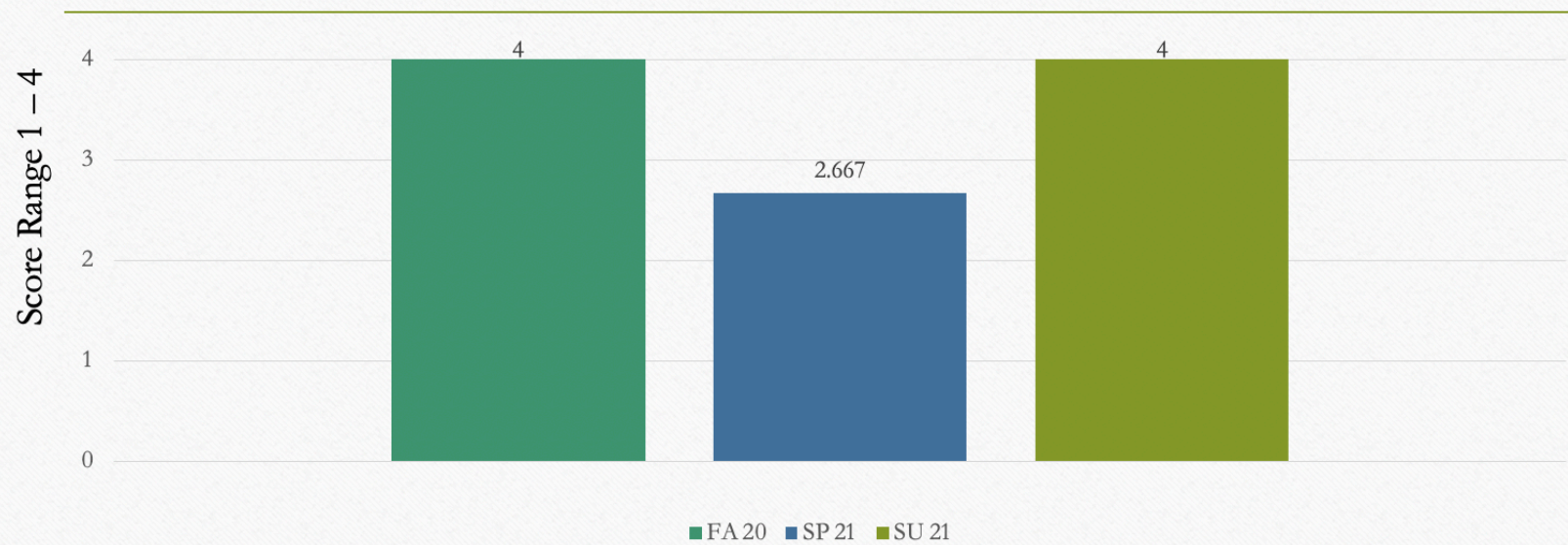
	<p>will become a Target area.</p> <p><u>Recommendation:</u> Faculty will intentionally provide specific feedback regarding Conventions to candidates.</p>					
Summer 2021	<p><u>Analysis:</u> Faculty were pleased to observe that scores on all components rose to a mean score of 4.0/4.0 (desired trend).</p> <p><u>Recommendation:</u> Intentional feedback will continue, as it supported candidate success.</p>					Candidate scores rose in all areas measured. We anticipate continued success for our candidates.
Fall 2021	<p><u>Analysis:</u> Research faculty developed a new research paper rubric that was implemented this semester. In its first iteration, candidates earned scores of 3.4/4.0 or stronger across all components.</p> <p><u>Recommendation:</u> Faculty want to collect more data using this rubric before making changes.</p>					Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.

Spring 2022	<p><u>Analysis:</u> In this second iteration, candidates continue to earn strong scores above 3.0 (Proficient) across measured components.</p> <p><u>Recommendation:</u> Faculty are pleased with the new rubric and have no changes planned at this time.</p>					Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
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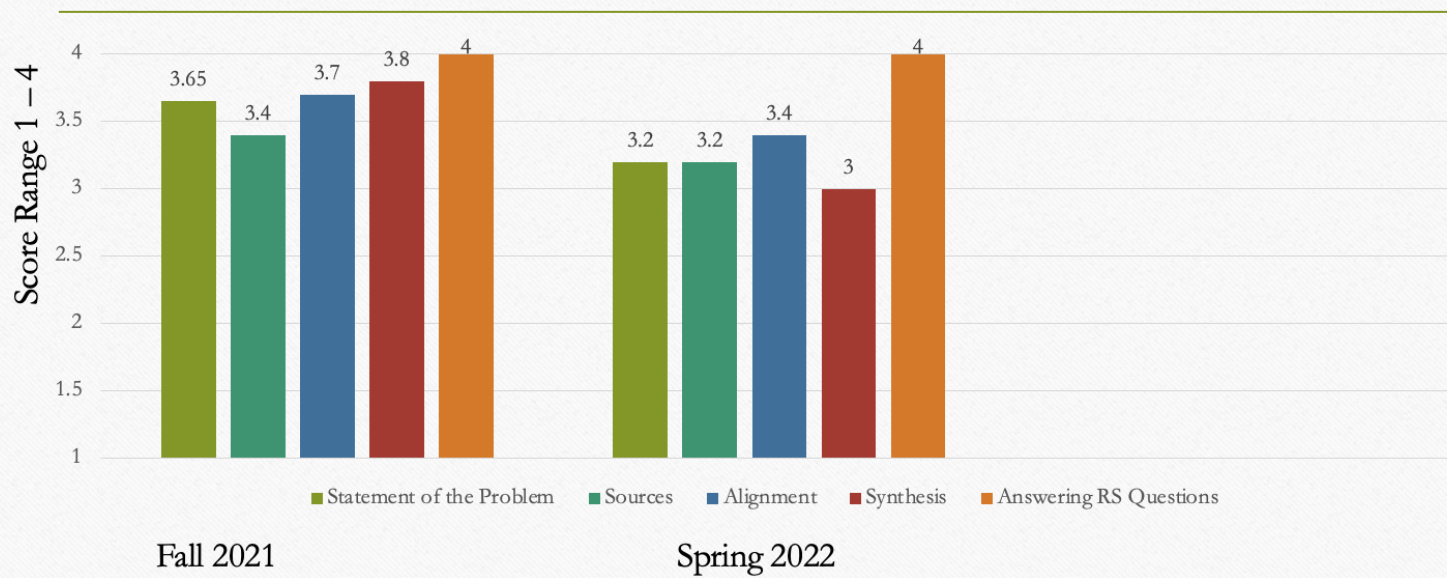
Ideas



Conventions



EdS PD Project Writing Rubric



**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.

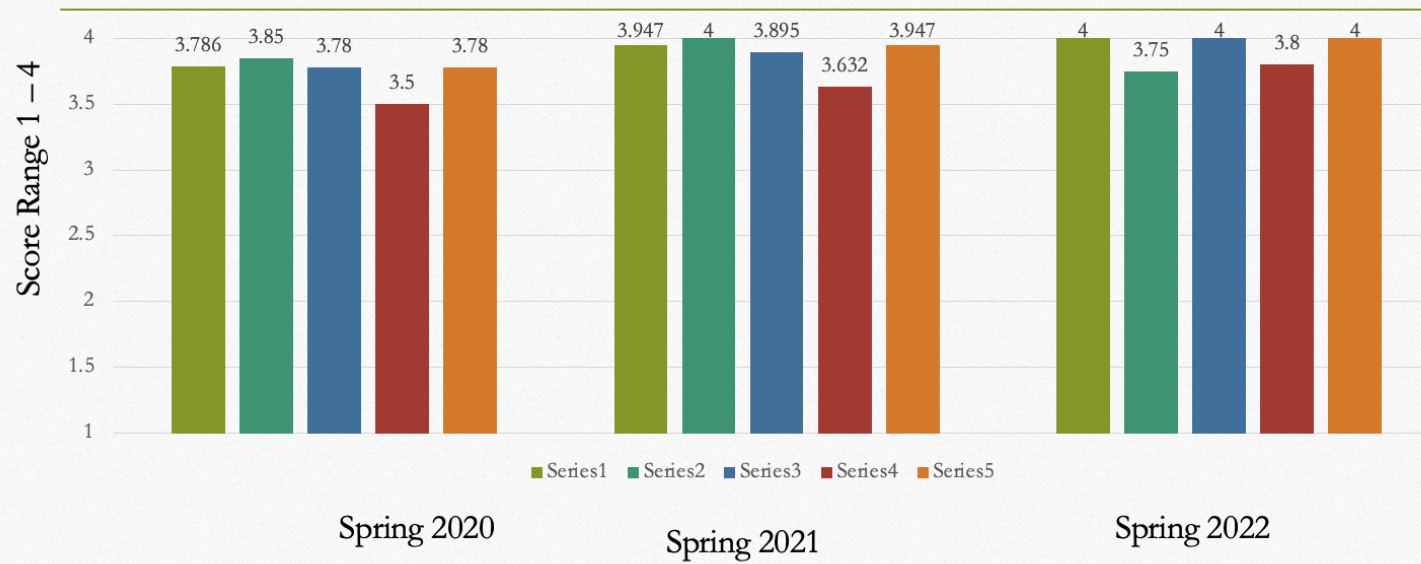
TEAM MEMBERS: Cayce, Milligan, Foreman, Parker Peters, Walrond

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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><u>Recommendations:</u> Faculty are continuing to</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.

	provide more examples of Components as this supported stronger student performance.					
Spring 2021	<p><u>Analysis:</u> Candidate component scores continue to be strong, ranging from 3.8 to 4.0/4.0 on average.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Component scores ranged from 3.8 to 4.0/4.0. We anticipate an increase in scores.
Fall 2021	<p><u>Analysis:</u> In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components. However, Mechanics dropped to 3.1/4.0.</p> <p><u>Recommendation:</u> Faculty feedback will include a concerted focus on mechanics this term.</p>					All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.
Spring 2022	<p><u>Analysis:</u> Candidate component scores continue to be strong, ranging from 3.75 to 4.0/4.0 on average.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Component scores ranged from 3.75 to 4.0/4.0. We anticipate an increase in scores.

Action Plan Rubric

Advanced



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)

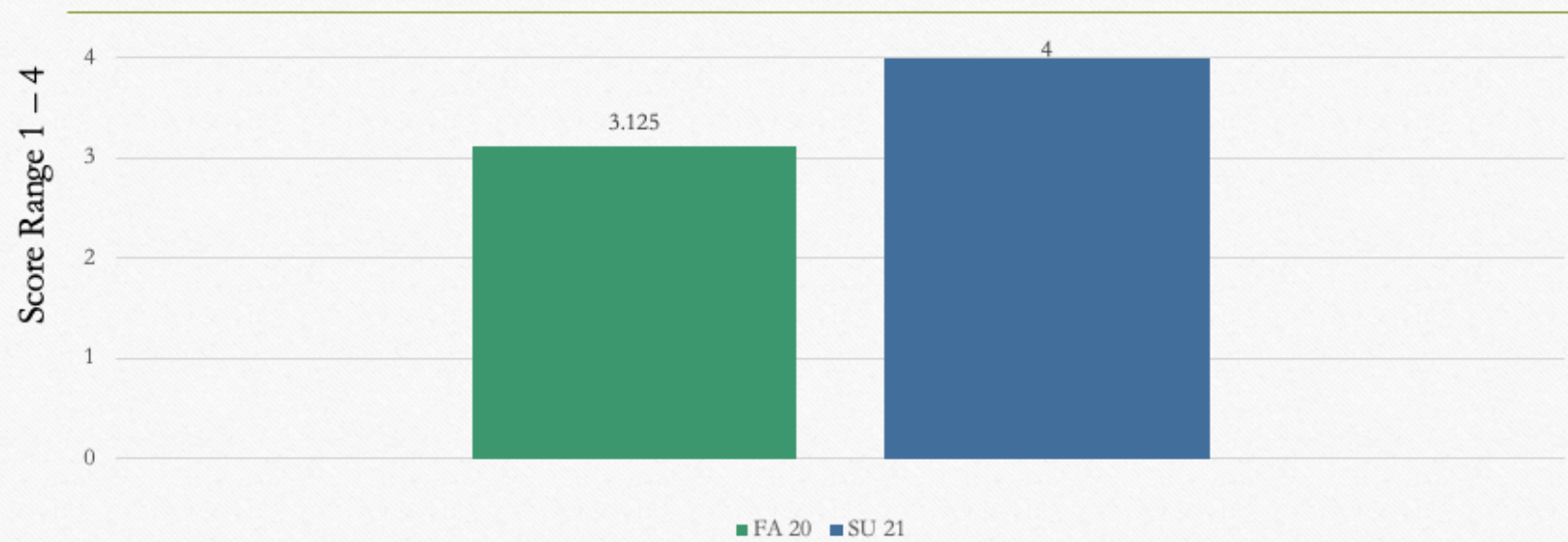
GOAL: 100% of students will score *Proficient* (3) or *Exemplary* (4) on the Writing Rubric in EG 6233 Leadership Behavior & Practice (Leadership Reflection). This rubric has a score range of 1 to 4.

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

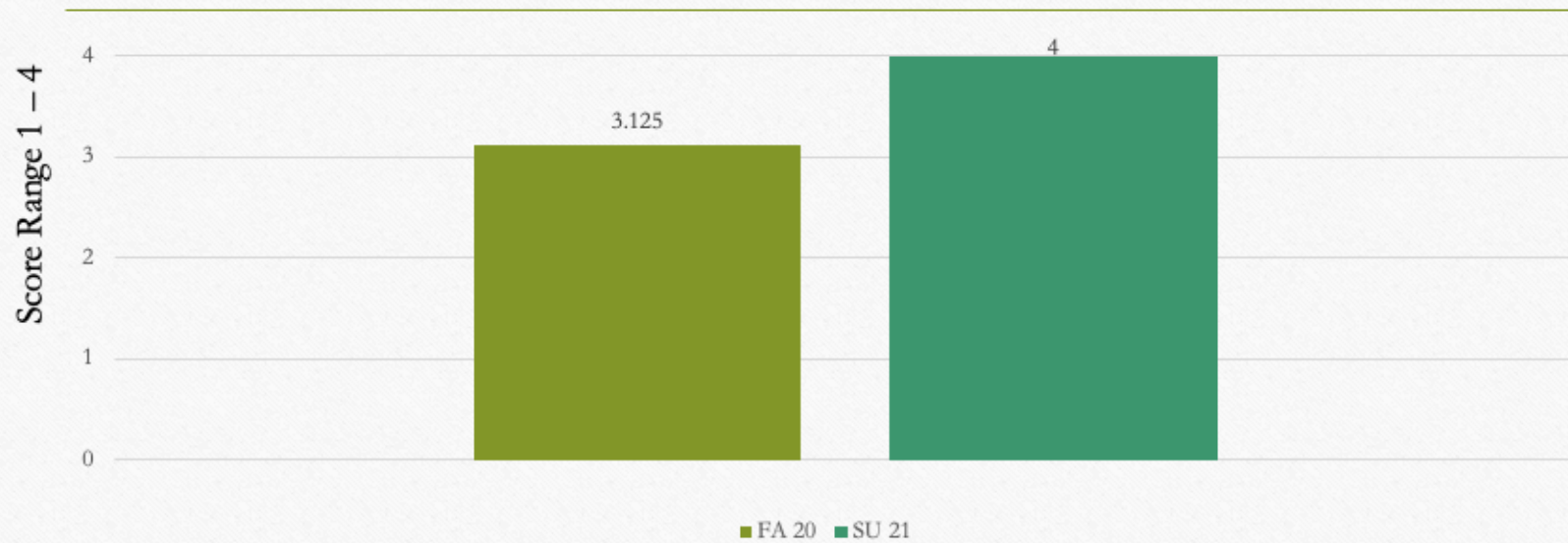
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2020	<p><u>Analysis:</u> Faculty reviewed candidate performance and noted the drop to a mean of 3.125/4.0 across all measured components. This is still above 3.0/4.0, which is considered Proficient. However, scores have dropped.</p> <p><u>Recommendation:</u></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.

	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.					
Summer 2021	<p><u>Analysis:</u> Faculty are pleased upon observation that all component scores rose to 4.0/4.0 this term (desired trend).</p> <p><u>Recommendation:</u> No additional changes planned</p>					Candidate scores rose in all component areas. We expect continued success for candidates.

Organization



Ideas (EdS)



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: Garcia, Hampton, Harper, Parker Peters, Parsley

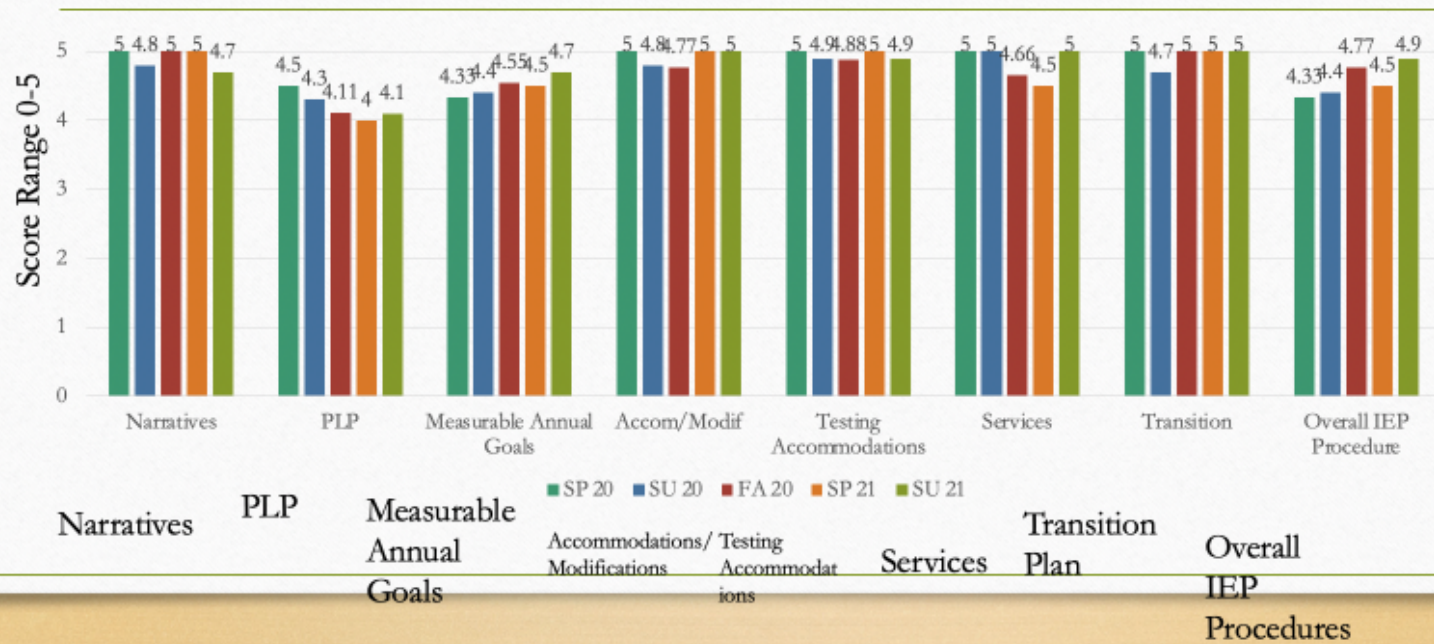
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> With the second use of the new rubric, students earned scores of 4.3/5.0 or stronger on all measured components, representing an increase in scores (desired trend).</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u> 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.
Fall 2020	<p><u>Analysis:</u> Faculty analyzed candidate performance and observed that scores were at least 4.1/5.0 across all measured components.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> 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>					Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.

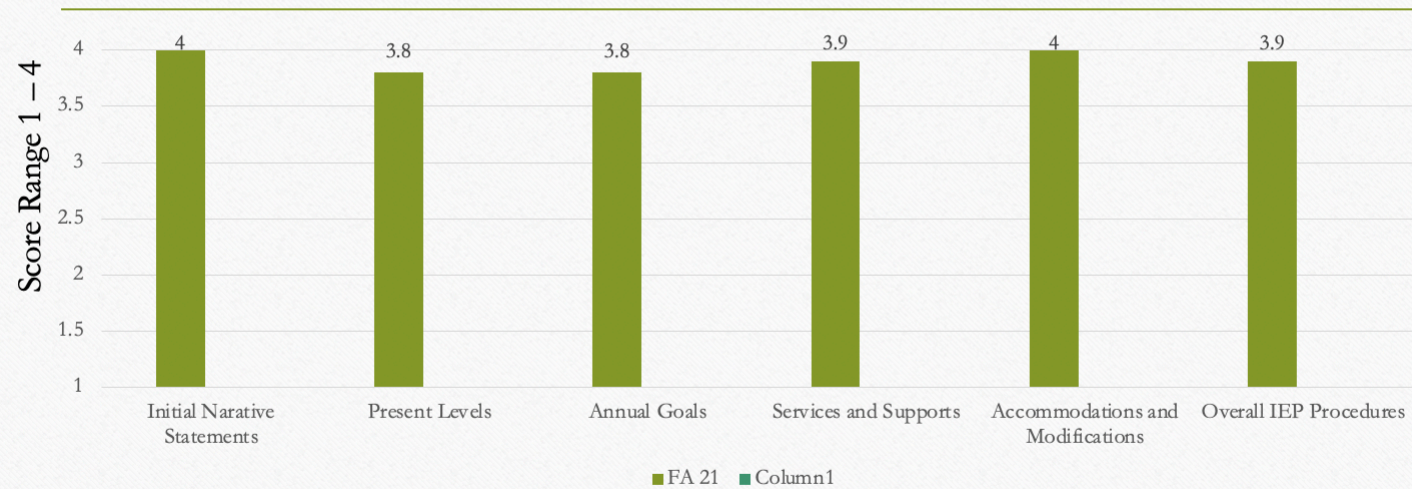
	<p><u>Recommendation:</u> Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric.</p>					
Summer 2021	<p><u>Analysis:</u> Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend). Overall IEP score is 4.9/5.0.</p> <p><u>Recommendation:</u> Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric. No other changes planned at this time.</p>					Mean scores were all at least 4.1/5.0 across components. We anticipate an increase in scores.
Fall 2021	<p><u>Analysis:</u> Faculty revised the rubric to be more consistent with other COE rubric scoring mechanisms. In addition, rubric components have been updated to new CEC standards. In this first</p>					All components were 3.8/4.0 or stronger. We anticipate continued success for our candidates.

	<p>iteration of the updated IEP rubric, candidates earned scores of 3.8/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					
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IEP Rubric 2019



2021 IEP 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

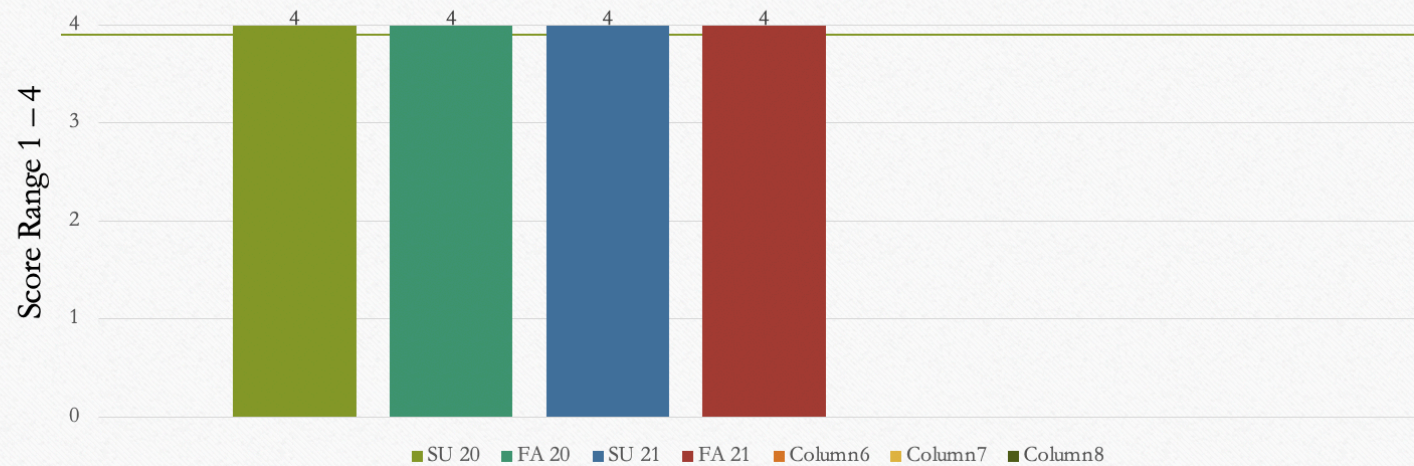
TEAM MEMBERS: Cochran, Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<u>Analysis:</u> Faculty examined student performance on the TVAAS module for a final time before integrating the new module and rubric. All candidates earned proficient scores. <u>Recommendation:</u> Research faculty will evaluate the utility of the new module and rubric					We anticipate continued student growth as we implement the new TVAAS assignment.

	after its initial use in Fall 2020.					
Summer 2020	<p><u>Analysis:</u> 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 in terms of learning how the TVAAS data can be used for school improvement.</p> <p><u>Recommendation:</u> 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>					In its first use, candidates earned 4.0/4.0 on the TVAAS assessment. We anticipate continued success for candidates.
Fall 2020	<p><u>Analysis:</u> In its second iteration, all candidates earned 4.0/4.0 on the key assignment. Faculty are pleased with the enhanced rigor and</p>					Candidates earned 4.0/4.0 on the TVAAS assessment. We anticipate continued success for candidates.

	<p>relevance in the new key assignment and rubric.</p> <p><u>Recommendation:</u> Faculty want to monitor feedback and success another semester before considering changes as needed.</p>					
Summer 2021	<p><u>Analysis:</u> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><u>Recommendation:</u> No planned changes at this time.</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.
Fall 2021	<p><u>Analysis:</u> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><u>Recommendation:</u> No planned changes at this time.</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.

New TVAAS Module



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.

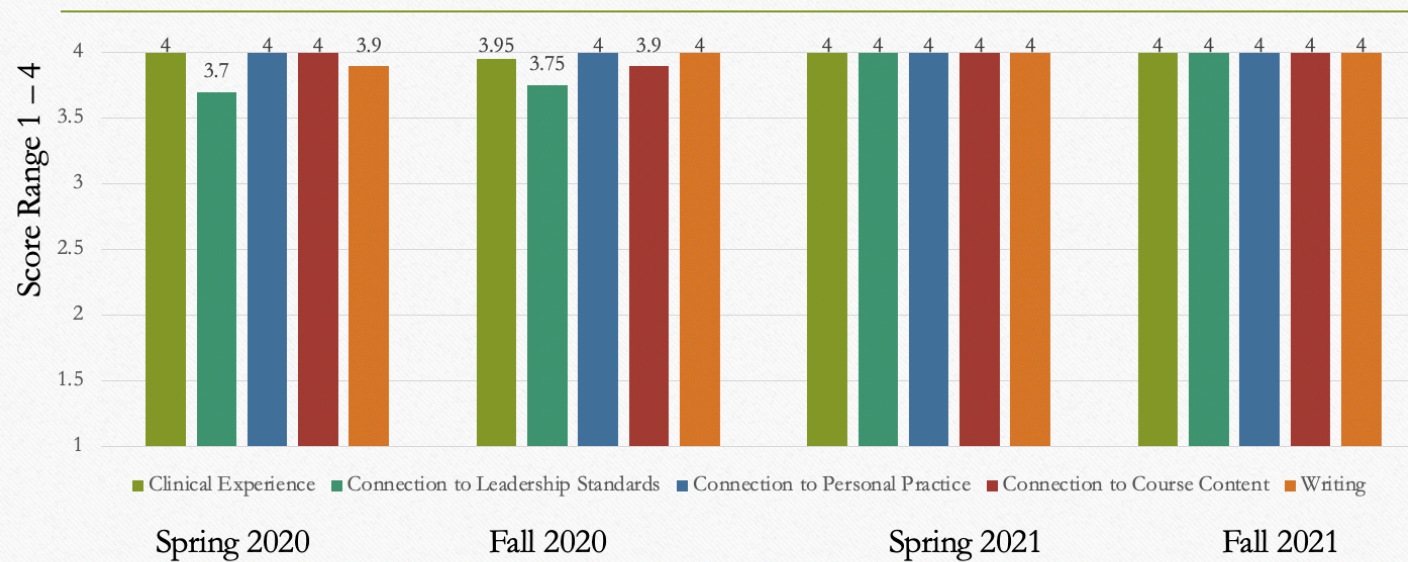
TEAM MEMBERS: Cayce, Cochran, Fain, Milligan, Foreman, Garcia, Nikolaus, Parker Peters, Parsley, Walrond

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<u>Analysis:</u> 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	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.

	<p>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><u>Recommendation:</u> 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>					
Fall 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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><u>Analysis:</u> 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><u>Recommendation:</u> 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.
Fall 2021	<p><u>Analysis:</u> 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><u>Recommendation:</u> 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 Leadership Reflection Rubric in EG 6493 Evaluating Instructional Practice

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: Cayce, Cochran, Milligan, Foreman, Parker Peters, Walrond

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Fall 2019	<u>Analysis:</u> 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	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.

	<p>Leadership Reflection rubric, which will be the key assignment rubric for grading beginning next semester.</p> <p><u>Recommendation:</u> 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 use of the new rubric begins in Spring 2020.</p>					
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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.

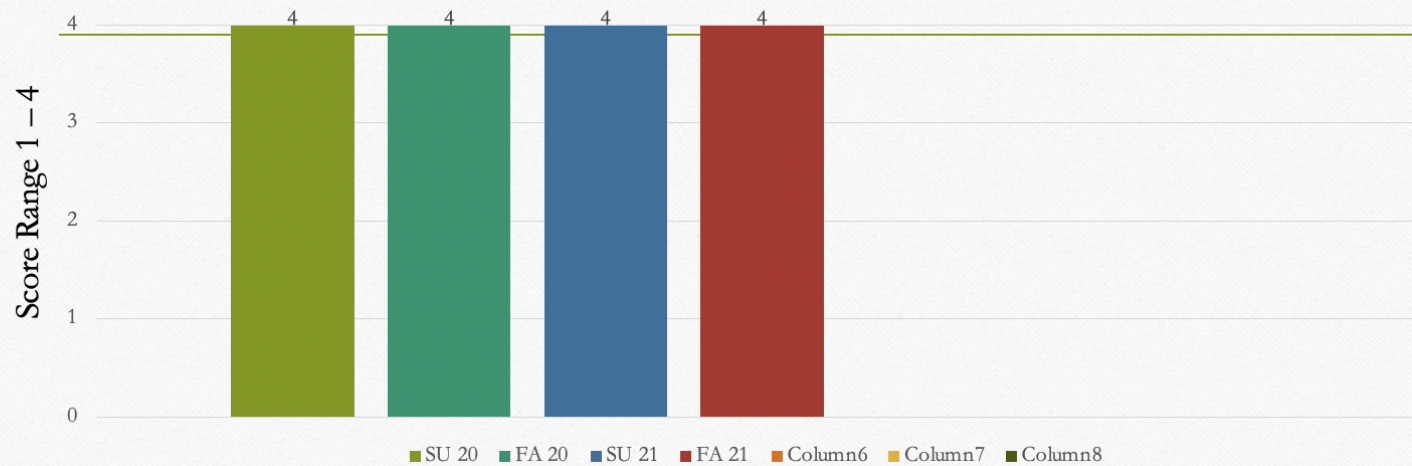
TEAM MEMBERS: Cayce, Cochran, Fain, Milligan, Foreman, Garcia, Nikolaus, Parker Peters, Parsley, Walrond

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<u>Analysis:</u> 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. <u>Recommendation:</u> Faculty will compare candidate performance and outcomes from this rubric	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.

	to new rubric in the following semester to assess validity and utility of the new assessment.					
Summer 2020	<p><u>Analysis:</u> Faculty implemented the new TVAAS module this summer. Candidates responded positively to the change, and 100% completed the new module successfully.</p> <p><u>Recommendation:</u> 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><u>Analysis:</u> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><u>Recommendation:</u> In the Research PLC, faculty discuss providing standardized data to all candidates to create equivalent experience for all learners. This would</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.

	also streamline assessment for faculty.					
Summer 2021	<p><u>Analysis:</u> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><u>Recommendation:</u> No planned changes at this time.</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.
Fall 2021	<p><u>Analysis:</u> Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p><u>Recommendation:</u> No planned changes at this time.</p>					100% of candidates completed the new module successfully. We anticipate continued success for candidates.

New TVAAS Module



Special Education- Gifted

**LIPSCOMB UNIVERSITY
CONTINUOUS IMPROVEMENT REPORT**

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; Spring 2022 switch to Advocacy Plan assignment in EG 5693 Issues & Advocacy in Gifted Education & Special Populations

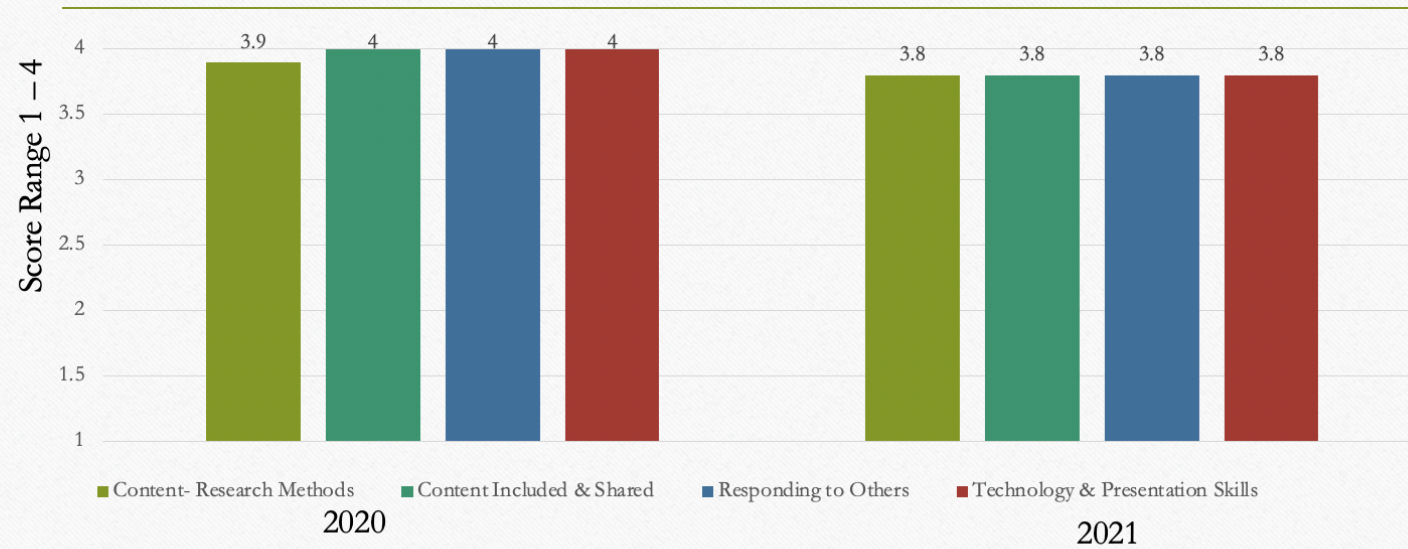
PRESENT LEVEL OF PERFORMANCE: Baseline – Summer 2020. Issues presentation = 95 points (out of 100; 3.5/4.0)

TEAM MEMBERS: Milligan, Mofield, Parker Peters, Parsley

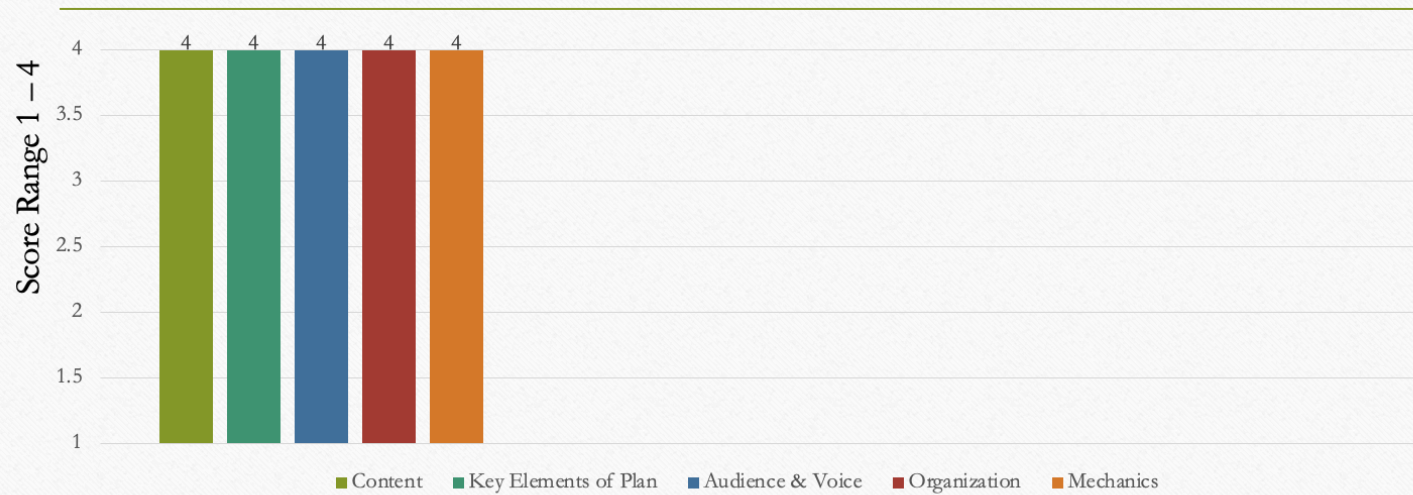
Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Summer 2020	<p><u>Analysis:</u> At the end of the term, faculty examined the candidates' performance on the key assignment and observed that all candidates earned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

Summer 2021	<p><u>Analysis:</u> Faculty examined candidate performance at the end of the term and were pleased that all component scores were 3.5/4.0 or stronger on average.</p> <p><u>Recommendation:</u> Faculty are pleased with candidates' continued success. However, program directors are planning to change this metric to an advocacy plan in 2022 to better align with program objectives.</p>					<p>Candidate scores are strong (above 3.5/4.0 in all measured areas). We anticipate continued growth for candidates.</p>
Spring 2022	<p><u>Analysis:</u> In this first iteration of the new Advocacy Plan assignment, candidates earned scores of 4.0/4.0 across all rubric components.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.</p>

Issues Project



Advocacy Plan Rubric



Summer 2021

**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

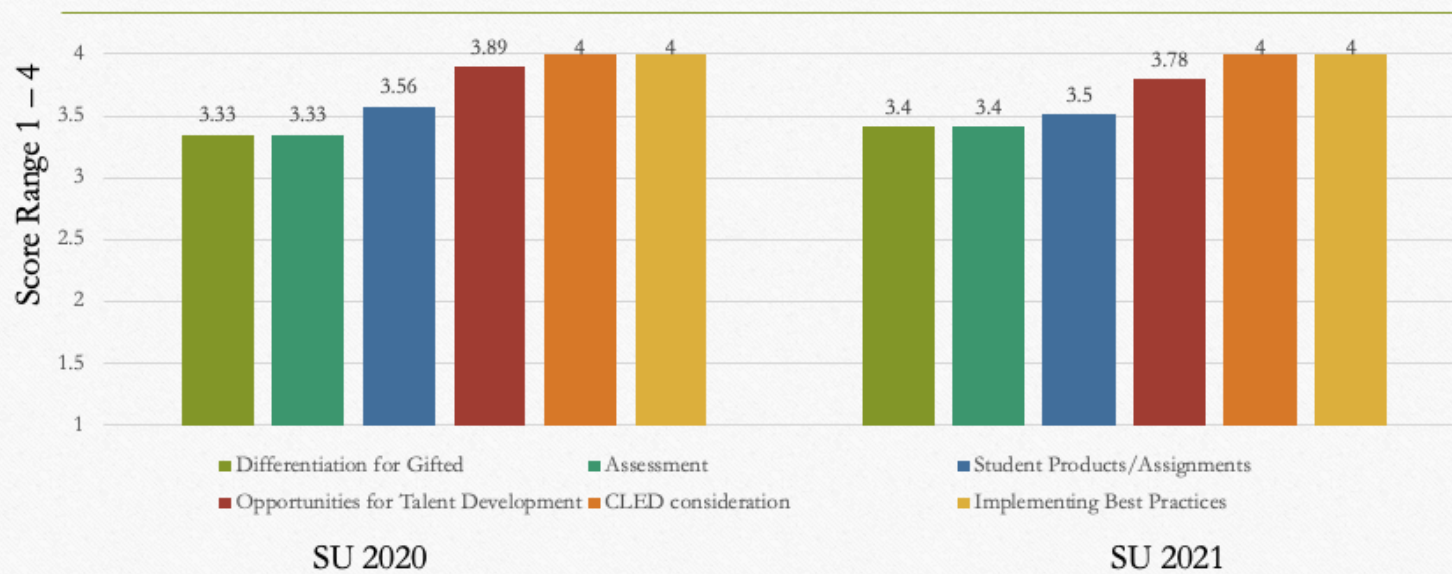
PRESENT LEVEL OF PERFORMANCE: Baseline – Summer 2020. Mini Unit = 95 points (out of 100); 3.5/4.0

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 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> No changes planned at this time.</p>	Internal/External		Budgeted		Candidate scores on all measured components are 3.3/4.0 or stronger. We anticipate an increase in scores.
Summer 2021	<p><u>Analysis:</u> At the end of the term, faculty reviewed candidate performance</p>					Candidate scores on all measured components are

	<p>and were pleased that all components were 3.4/4.0 or stronger (desired trend).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					<p>3.4/4.0 or stronger. We anticipate an increase in scores.</p>
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Gifted Unit Plan



**LIPSCOMB UNIVERSITY
CONTINUOUS IMPROVEMENT REPORT**

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

OPPORTUNITY FOR IMPROVEMENT: The purpose of the unit plan is for candidates to apply learning to develop a unit plan designed to respond to the needs of gifted students. The unit includes at least 4 lessons that demonstrate application of key concepts applied throughout the course, including addressing the needs of culturally diverse students and designing appropriate assessments to measure student learning.

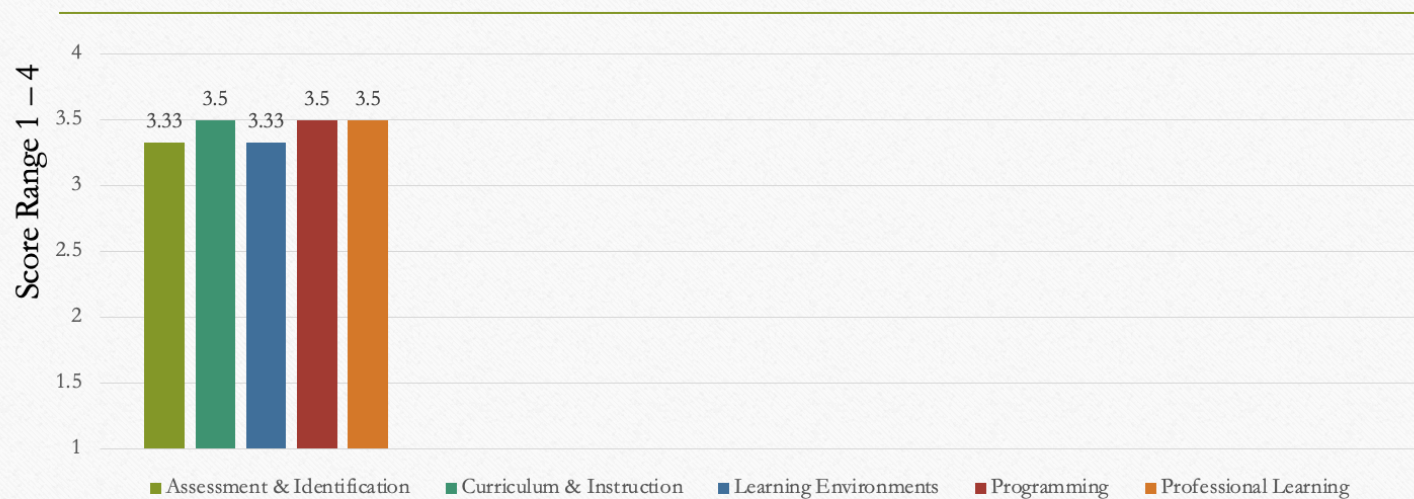
INDICATORS: Program Evaluation in EG 5703 Practicum: Theory and Practice in Gifted Education

PRESENT LEVEL OF PERFORMANCE: Baseline – Spring 2022 Gifted Program Plan Rubric (3.0/4.0)

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
Spring 2022	<p><u>Analysis:</u> In this first iteration of the new key assignment, candidates earned scores of 3.3/4.0 on average for each measured component. Faculty are pleased with the initial candidate performance.</p> <p><u>Recommendation:</u> No changes planned at this time. Faculty wish to collect trended data prior to making changes.</p>	Internal/External		Budgeted		Candidates earned scores of 3.3/4.0 on average on all measured components. We anticipate continued success for candidates.

Gifted Program Plan Rubric



Spring 2022

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

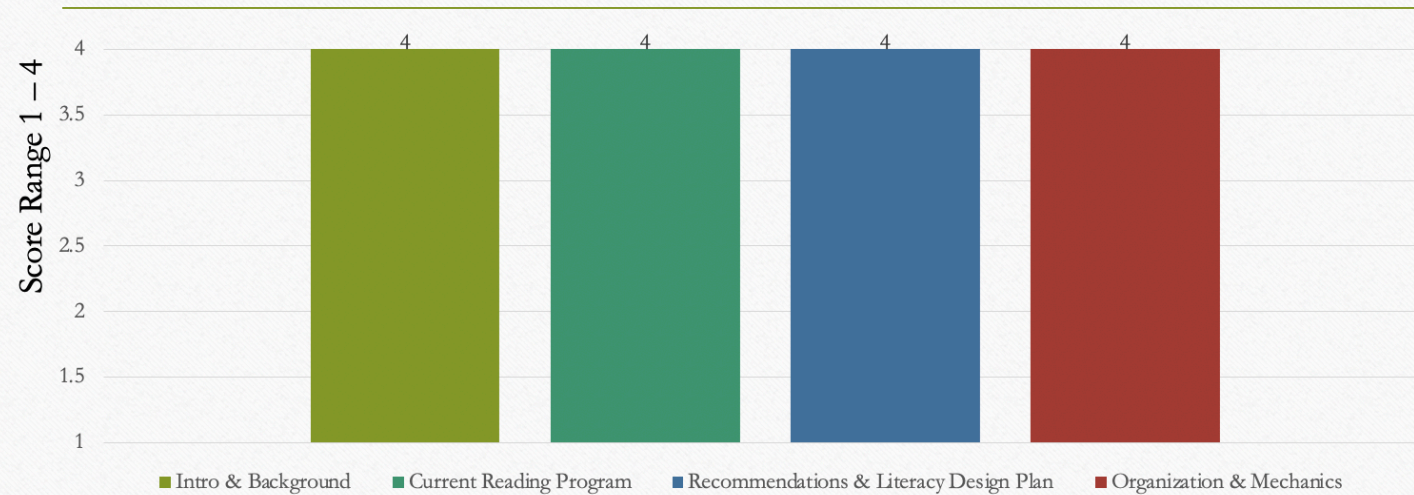
TEAM MEMBERS: Cochran, Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Hauptman, Parker Peters, Parsley, Simone

Date Initiated	Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Spring 2020	<p><u>Analysis:</u> 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>1. <u>Recommendation:</u> Faculty will compare utility of the new rubric to the old and will provide targeted feedback using</p>	Internal/External		Budgeted		All mean scores are above 3.5/4.0. We anticipate that scores will continue to rise.

	components as matched to professional standards.					

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 2020	<p><u>Analysis:</u> 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><u>Recommendation:</u> No changes planned at this time. Faculty want to</p>	Internal/External		Budgeted		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.

	collect more data using new rubric.					
Fall 2021	<p><u>Analysis:</u> Upon analysis, faculty observed that candidates earned scores of 4.0/4.0 across all measured components.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>					Candidates earned scores of 4.0/4.0 across all measured components. We anticipate continued success for our candidates.

Reading Case Study- 2020

