

## Fall 2021 Data Retreat Improvement Initiatives

Data Implications	Initiative	Outcome
1) Student teachers must develop the skills necessary to effectively communicate with parents and/or legal guardians.	During the student teacher's clinical experience, the student teacher will conduct two (2) telephone conferences with parents and/or legal guardians. The cooperating teacher in the partner school will act as a mentor when the student teacher conducts the telephone calls. The student teacher will write a reflection of the experience and submit it to Black Board.	When surveyed in class, student teachers expressed a positive response to the activity. They noted the importance of making telephone calls and how it improved their ability to communicate with parents.
2) Student teachers and Early Field Experience candidates must develop the connection of research and theory and classroom teaching to positively impact student academic performance.	During the student teacher's clinical experience and the Early Field Experience candidates in school (field) experience, each candidate will add a short reflection to their edTPA lesson plan of how their instructional strategies are supported by research and theory.	Students have begun to develop a more in depth understanding of the connection to research and theory. The cooperating teacher and student teaching supervisor have implemented a daily and weekly conversation on research and theory that is documented in the student teaching binder.
3) Student teachers and Early Field Experience candidates must develop feedback strategies that they can implement during their clinical and early field experiences.	During classroom instruction, Clinical Experience, and Early Field Experience, FUS faculty will model positive feedback strategies and how these strategies can be applied in the classroom.	The student teaching supervisors have developed online rubrics that are utilized at each classroom visit. The online rubrics provide immediate feedback based on CPAST areas.
4) Student teachers must develop an understanding of how student academic performance and formal and informal assessments correlate.	During classroom instruction, Clinical Experience, and Early Field Experience, FUS faculty will work with local educational partners to improve student understanding of formal and informal student assessment criteria and how it is used by the districts to improve teaching and impact student academic performance.	Student teachers have participated in state and local assessments and have worked with cooperating teachers to dissect the student scores and create effective lessons that will positively impact student academic performance.
5) Student teachers and Early Field Experience candidates must	During classroom instruction, Clinical Experience, and Early Field Experience, FUS	The Educational Advisory Board meets on an annual basis to review C-PAST and

<p>develop a thorough understanding of Individual Education Plans (IEP) and how these plans direct their instruction.</p>	<p>faculty will work with local educational partners to implement effective teaching strategies related to IEP and parent involvement.</p>	<p>Pre-C-Past data to identify trends and areas of concern. Recommendations are developed and submitted to the FUS faculty to implement in their courses.</p>
<p>6) Early Childhood Student teacher candidates must develop an understanding of subject specific pedagogy and how it affects language and literacy.</p>	<p>During classroom instruction, Clinical Experience, and Early Field Experience, candidates will use interdisciplinary learning experiences to improve a student's development of language and literacy.</p>	<p>Students enrolled in Early Field Experience and Student Teaching will all utilize one consistent edTPA lesson plan that incorporates an interdisciplinary lesson component. The student teaching / early experience supervisors have used this as an opportunity to discuss and modify lesson plan development.</p>




Overall Themes  
Fall 2021  
Data Retreat

### **Recruitment and Retention:**

- The data received from the Social Media recruitment plan has not been beneficial; therefore, the Education Faculty will work together to recruit and retain prospective teacher candidates.
- Collaborate with the Departments within the university to help recruit students to teacher shortage as per US Department of Labor and Superintendent Surveys each CAEP cycle.
- Create a new Assistant Director position, with responsibilities for recruiting and retaining URM (Underrepresented Minority) and URG (Underrepresented Gender) candidates in the various areas of certification.
- Advisors will conduct “Check-Ins” with new freshmen and transfer students within the first two weeks of each semester.
- Collaborate with area school districts, to share information on areas of teacher shortages.
- Collaborate with Local school districts to offer a tuition discount program for local teachers.

### **GPA Analysis:**

- The impact of increasing the GPA recruitment from 2.50 to 2.75 has had minimal impact on student acceptance rates into the Education program and Student Teaching participation.
- Areas in which student GPA was below the target area were low (n=1)


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- The Education Department will continue to monitor these areas to identify any trends and address them accordingly.

### **Pre CPast and CPast Data analysis:**

- Areas of concern identified were Connection to Research and Theory, Assessment Techniques, Assessment of P 12 Learning, and Data Guided Instruction.
- Students performance improved as they progressed through the program but the areas are still a concern.
- Additional assignments and activities should be added as the students progress through the program and as they participate in Early Field Experience and the Clinical Experience.
- Disposition scores were encouraging with the exception of Effective Communication with Parents and Legal Guardians. Additional activities will be added to the Clinical Experience to address this concern.

### **edTPA Data analysis:**

- Candidate performance was encouraging with a large majority successfully meeting the passing criteria required by the State of Ohio.

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- The area of concern discussed was early childhood subject specific pedagogy concern: Candidate uses interdisciplinary learning experiences to promote children’s development of language and literacy.
  - Additional assignments and activities should be added as the students progress through the program to address this concern.

## **Appendix:**

Links to full the Fall 2021 Data Retreat Agenda, Presentation, and Notes:

Agenda and Presentation:

<https://docs.google.com/document/d/13PVnSE47ub-QDkYphcrI22N0va2Dih-nj4hNJI2RvDA/edit>

Notes:

<https://docs.google.com/document/d/1EtNWryQ2M9eEbTady770yHKxZD-H7rXZ/edit>

