The College of Education (COE) was facing a challenge of developing a shared goal for program improvement across the college’s teacher preparation programs. Utilizing the research of improvement science, we implemented a process of disciplined inquiry to examine the variances and outcomes between COE teacher preparation programs. We determined that the COE needed to better align candidate intake, assessment, and graduation processes across our five teacher education programs. We have now taken strategic steps to create a set of common assessments for use across all of our teacher licensure programs.

**College of Education**

Jessica Miranda

**Utilizing Common Goals and Assessments Across Programs for Improvement**

**Introduction**

The College of Education (COE) was facing a challenge of developing a shared goal for program improvement across the college’s teacher preparation programs. Utilizing the research of improvement science, we implemented a process of disciplined inquiry to examine the variances and outcomes between COE teacher preparation programs. We determined that the COE needed to better align candidate intake, assessment, and graduation processes across our five teacher education programs. We have now taken strategic steps to create a set of common assessments for use across all of our teacher licensure programs.

**COE Improvement Process**

**What are we doing within our programs to prepare teachers?**

- Inputs

**Is it working?**

- Outcomes

**What will we do together to improve?**

**Example: Professional Dispositions Comparison**

- Elementary Bid
- Secondary HS & PSC
- ES & ES
- ED & PR
- MS Elem & Sec

**Principles of Improvement Science**

1. Make the work problem-specific and user-centered.
2. Focus on variation in performance.
3. See the system that produces the current outcomes.
4. We cannot improve at scale what we cannot measure.
5. Use disciplined inquiry to drive improvement.
6. Accelerate learning through networked communities.

**Identifying Critical Action Items**

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop common assessments for measuring candidate performance (context knowledge, planning, instruction, assessment, dispositions)</td>
<td></td>
</tr>
</tbody>
</table>

**Expected Outcome**

- Assessments provide accurate measures of relevant content knowledge, pedagogy and teaching skills required for effective first year service
- Aligned content knowledge, planning, instruction, assessment, dispositions assessments used across the program areas will indicate future performance on Danielson domains for our teacher candidates

**Key Milestones**

1. Identify assessments that need to change and how – (both within and across programs) - 10/15/15
2. Revise current assessment instruments and align training, testing, and use across the program areas - 5/31/16
3. Pilot newly developed, aligned assessments - 12/16
4. Revise assessments as needed – 12/16 - 12/17
5. Implement newly developed, aligned assessments – 12/17-18
6. Examine differences in scores between in program assessments – 12/17 & 12/18

**Four Main Insights**

1. A process is required to measure and manage the work of improvement;
2. Change is difficult, and, without clear goals and work-specific levers for change, programs stay stuck in their current position;
3. Stakeholder input is critical, but it requires strategic facilitation so that input leads to action;
4. Providing data is not enough – understanding what it means and how it drives future action is a skill that is built over time and best done when driven by practitioners.