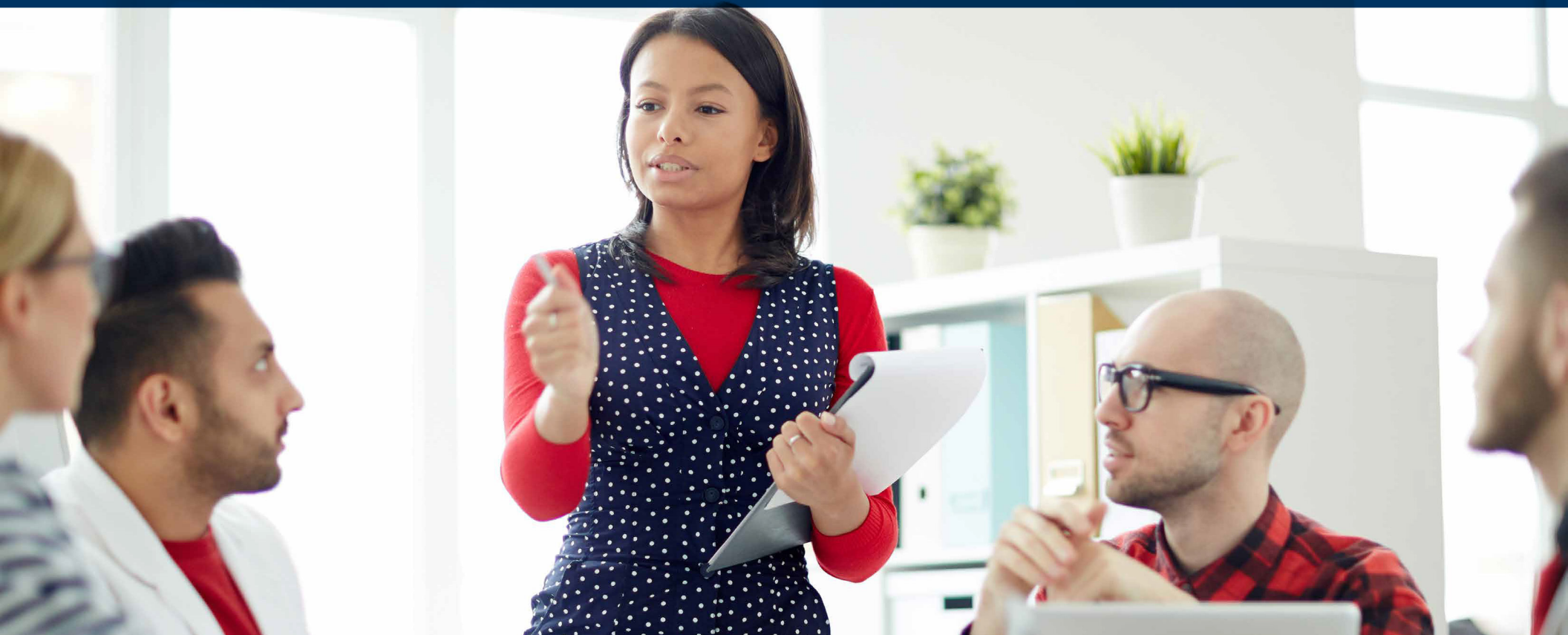


Collaboration for Effective Educator Development, Accountability, and Reform Center

Roadmap for Educator Preparation Reform

Facilitation Guide

APRIL 2019





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Overview

CEEDAR Center Mission

The mission of the CEEDAR Center is to create aligned professional learning systems that provide teachers and leaders effective opportunities to learn how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards.

This guide was developed under the auspices of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center at the University of Florida. The CEEDAR Center supports institutions of higher education to reform teacher and leader preparation programs. CEEDAR also works at the state level to align and revise preparation program approval practices, certification and licensure standards, policy structures, and systems of professional learning.

Purpose

The *Roadmap for Educator Preparation Reform* is a planning framework intended to guide and support educator preparation programs (EPPs) to integrate evidence-based and high-leverage practices within and across coursework and field experiences. The roadmap highlights the major guidelines that EPPs should consider throughout the reform process and

provides supporting facilitation guidance, examples, resources, and tools from EPPs that have engaged in and benefited from this process. The roadmap is designed to emphasize a systemic approach to reform through a collaborative, ongoing analysis and continuous improvement process.

Audience

The roadmap can be used by a range of stakeholders in traditional or alternative EPPs. For example:

- **Deans or program chairs** can use this guide to facilitate reform decisions at the college or program level.
- **Leaders at EPPs** who are involved with program accreditation, approval, and reauthorization processes can use this guide in preparation for or in response to a review.
- **State education agencies** and technical assistance providers can use this guide to support EPPs identified as in need of improvement.
- **Local education agencies** or private organizations can use this guide to establish teacher or leader academies encouraged by the Every Student Succeeds Act (ESSA).

Development of the Roadmap

The CEEDAR Center is funded by the Office of Special Education Programs (OSEP), U.S. Department of Education. The decision to fund a national technical assistance center for the alignment of educator preparation policy and practice was due in part to the extensive work of the OSEP-funded 325T grants. 325T grants have helped many EPPs redesign and restructure their programs to ensure that teacher candidates are able to effectively organize and deliver instruction that uses evidence-based practices to improve outcomes for students with disabilities and struggling learners. Lessons learned from the 325T grants are summarized in the report *A Review of the OSEP 325T Program Redesign Projects: Analysis, Synthesis, and Recommendations*, available at www.ceedar.org.

CEEDAR has built on the lessons learned from the 325T grant model by scaling reform efforts to networks of EPPs within and across states while ensuring sustainability of efforts through collaboration with state and local partners. The *Roadmap for Educator Preparation Reform* and its associated online resources are designed to provide practical resources to help EPPs address the following key recommendations from the 325T report.

325T Recommendation	Roadmap Feature
Ensure active participation from institution of higher education/EPP leadership.	Guiding questions to help leaders structure the reform process for their faculty.
Promote faculty collaboration within and across programs, universities, and states.	Examples of collaborative reform efforts currently under way in CEEDAR Center states.
Provide high-quality content resources for program enhancement.	Links to resources and tools from the CEEDAR Center and other national centers.
Provide suggestions to create readiness for change from faculty for engaging in reform efforts.	Integration of implementation science principles and other frameworks designed to create readiness for change.

Guiding Implementation of Reform Efforts

EPPs face two interrelated challenges when undertaking reform. The first challenge is establishing processes to reform the **content** of programs. This includes establishing a common understanding of evidence-based and high-leverage practices, as well as creating faculty-driven processes to review programs, reflect on findings, make changes, and evaluate whether the changes had the intended impact on teacher and leader candidate practice.

The second challenge is broader and more abstract: creating the **conditions for change** that will lead to successful, sustainable reform of EPPs. EPPs exist within complex, multilayered systems at institutions of higher education. In addition, their reach extends into state and local systems of education through connections with partner regions, districts, and schools. Change within EPPs also is affected by federal and state policy, especially policies related to program approval, accreditation, and review, as well as certification and licensure.

An equally important but often overlooked factor in creating the right conditions for program reform is the human element of change. Faculty members, program leaders, and other individuals responsible for doing the hard work of preparation reform must have the skill and will to create change. Creating readiness for change requires taking proactive steps to

address individuals' concerns while building their capacity to implement desired reforms.

Program reform efforts often falter because they do not balance the complexity of system change with the needs of the individuals doing the work. **To be successful, change within EPPs has to happen at the system level and at the individual level.** To address this need, the content of this guide draws from three well-known research-based frameworks that address different aspects of implementation.

Framework	Description
Active Implementation Frameworks (AIF)	AIF are grounded in the principles of implementation science . These frameworks help teams understand how to put new innovations into practice within complex systems.
Concerns-Based Adoption Model (CBAM)	CBAM provides a framework to understand how on-the-ground implementers respond to the change process. It allows leaders to attend to the human element of change by gauging individual concerns and levels of program use to provide necessary supports.
Leading by Convening (LbC)	LbC provides a framework for authentic engagement of stakeholders at all points of the implementation process. It provides a blueprint to help teams coalesce around issues, ensure relevant participation, and do the work together.

How to Use This Facilitation Guide

This facilitation guide is intended to serve as a supplement to the online *Roadmap for Educator Preparation Reform*. The facilitation guide outlines eight steps in the preparation program reform process:

1. Engage key leaders
2. Facilitate needs assessment
3. Determine program review focus
4. Review programs
5. Develop action plan
6. Implement reforms
7. Practice continuous improvement
8. Scale impact

The facilitation guide specifies outcomes for each step of the reform process and contains guiding questions that can help teams plan for effective implementation. The document can be used as a notetaking template to record information about the roles and responsibilities of team members as well as any progress toward implementation of key steps in the reform process. This document also may be helpful in communicating program reform plans with EPP leaders.

Key Terms

Council for the Accreditation of Educator Preparation (CAEP): Organization that accredits P–12 EPPs.

Course Enhancement Modules (CEMs): CEEDAR resources that can be used by faculty and professional development providers to integrate evidence-based and high-leverage practices across campus-based coursework, field experiences, and professional learning activities. Materials include example syllabi, slide decks for course lectures, and course activity materials.

edTPA: A performance-based, subject-specific assessment designed to measure the skills and knowledge of teacher candidates.

Educator Preparation Programs (EPPs): Entities that prepare general and special education teachers and leaders.

Every Student Succeeds Act (ESSA) of 2015: The most recent reauthorization of the Elementary and Secondary Education Act.

Evidence-Based Practices (EBPs): EBPs are instructional strategies backed by research and professional expertise that support learning and behavioral outcomes for students. EBPs are often content-focused and targeted to specific developmental levels of students. CEEDAR Center experts have developed Innovation Configurations that identify EBPs in specific content areas (e.g., reading, writing, mathematics, behavior).

External Stakeholders: Stakeholders outside of EPPs, such as teachers, leaders, district and state officials, families, technical assistance providers, and policymakers.

High-Leverage Practices (HLPs): A set of practices fundamental to support student learning that can be taught to novice teachers and used to ensure equitable access to core instruction for all student learners. CEEDAR and the Council for Exceptional Children have developed a set of 22 HLPs for special educators and teacher candidates (www.highleveragepractices.org).

Innovation Configurations (ICs): CEEDAR tools designed to self-evaluate current teacher and leader preparation and professional development programs by determining the extent to which EBPs are taught, observed, and applied within educator preparation and professional development programs.

Institution of Higher Education (IHE): An accredited college or university.

Internal Stakeholders: Stakeholders within EPPs, such as deans, department chairs, and faculty.

Local Education Agency (LEA): A public board of education or other public education authority legally constituted within a state. Often called a district.

Networked Improvement Community (NIC): An online community of practice for states receiving services from the CEEDAR Center.

Practice-Based Opportunities (PBOs): Experiences embedded within preparation experiences that afford candidates opportunities to integrate both content and pedagogy acquired through coursework into instruction.

State Education Agency (SEA): State-level government organization responsible for education (i.e., state department of education).

Steering Committee: A group consisting of key leaders who are responsible for guiding the vision and direction of reform and continuous improvement within an EPP.

Workgroup: The faculty-led workgroup responsible for carrying out program review tasks.

Step 1: Engage Key Leaders

Reform cannot happen without the support of strong leaders. Engaging key leaders early in the EPP reform and continuous improvement process lays a strong foundation for sustainability and helps inform and prepare faculty to participate in the reform efforts and navigate change.

OUTCOMES:

- EPP leaders, including faculty and administration, have been identified and are in support of engaging in program reform and continuous improvement.
- An initial steering committee consisting of key leaders has developed a long-term vision for program improvement for the EPP.
- The steering committee is able to articulate how these improvement efforts will benefit the EPP and key stakeholders.

STEP 1.1. ESTABLISH A STEERING COMMITTEE

GUIDING QUESTIONS

- Who are the key administrative leaders within the EPP responsible for program effectiveness, such as deans or associate deans?
- Who are the key faculty leaders involved in the day-to-day administration of the EPP, such as program or department chairs?
- Who are the leaders and faculty responsible for program accreditation and approval?

NOTES

STEP 1.1. ESTABLISH A STEERING COMMITTEE**GUIDING QUESTIONS**

- Who are the faculty who will be most likely to champion program reform and continuous improvement efforts?
- Who are the “key influencers” within the EPP that others respect and would follow their advice and actions?
- Which faculty are eager or willing to take on additional leadership opportunities because of commitment to improving programs, tenure, promotion, scholarship interests, and so on?
- Which faculty have existing research agendas focused on educator preparation improvement who might lead program reform and continuous improvement efforts?
- Which clinical faculty engaged in district partnership efforts are available and interested to participate in program reform work?
- How can exemplary teacher candidates and/or recent graduates be involved in steering program reform and continuous improvement efforts?

NOTES

STEP 1.2. GENERATE SUPPORT AND BUY-IN**GUIDING QUESTIONS**

- How can EPP reform and continuous improvement:
 - Support broad institutional goals?
 - Address institutional challenges?
 - Support the requirements of program approval and accreditation?
 - Strengthen partnerships with local districts?
- What incentives exist for EPP leaders to support program reform and continuous improvement efforts? What considerations support the timing of these efforts?
- Who are the faculty with influence across multiple departments within the EPP who can help get buy-in and engagement from faculty?
- How can departments or individual programs with established cultures of trust be leveraged to create interest and buy-in for program reform and continuous improvement efforts?
- How can relationships with EPPs and faculty at other IHEs (e.g., relationships fostered through national faculty networks) be leveraged to generate interest and buy-in for the program reform process? Are there other EPPs or faculty who have engaged in this process that could advise the team?
- How can “early adopters” help to cultivate more interest and engagement from other faculty?

NOTES

STEP 1.2. GENERATE SUPPORT AND BUY-IN**GUIDING QUESTIONS**

- How will the steering committee communicate to faculty who seem hesitant or resistant to the idea of program reform?
- Who are the local district partners who might be interested in working with the EPP to reform the preparation program curriculum?

NOTES**STEP 1.3. COMMUNICATE A VISION FOR REFORM****GUIDING QUESTIONS**

- What is the long-term vision of success for the EPP? How can program reform and continuous improvement support this vision?
- How will the steering committee reach a common understanding of the vision:
 - Across disciplines?
 - Between methods and clinical faculty?
 - Between faculty and district partners?
- Why is program reform and continuous improvement important for the success of the EPP? How does it support the mission of the EPP, college, or university?
- How does program reform align to the mission of the SEA and local districts?

NOTES

STEP 1.3. COMMUNICATE A VISION FOR REFORM**GUIDING QUESTIONS**

- What are the expected long- and short-term outcomes for engaging in program reform?
- Why engage in program reform right now? Why is the timing right?
- What messages will resonate with faculty to gain buy-in about program reform and continuous improvement? How will leaders consistently communicate these messages?
- How will the steering committee communicate a consistent message about the need for program reform and the benefits of continuous improvement? Can the leaders involved in visioning efforts articulate the message and what it means for their collective and individual work?
- How will the steering committee articulate the benefits of engaging in program reform and continuous improvement to multiple audiences (e.g., faculty, adjuncts, clinical supervisors, leaders)?
- What infrastructure or communication strategies exist to keep faculty and stakeholders informed about program reform and continuous improvement efforts (e.g., NIC website, external newsletters, other communication tools)?
- How will momentum be maintained during the visioning stage while interest and engagement are high?

NOTES

Step 2: Facilitate Needs Assessment

Prioritizing content, practices, and processes for program reform requires a systematic and data-driven approach coupled with stakeholder input. Teams must collaborate to examine data from multiple sources to explore needs and assess reform priorities.

OUTCOMES:

- The steering committee has gathered needs-sensing information from stakeholder groups who are directly involved or will be impacted by program reform efforts.
- Faculty have been extensively consulted about their needs and ideas for program reform and continuous improvement priorities.
- Multiple sources of data have been examined to generate a comprehensive picture of program needs and improvement priorities.

STEP 2.1. EXAMINE MULTIPLE SOURCES OF DATA

GUIDING QUESTIONS

- What questions can data answer that will be helpful in targeting needed program improvements or validating the direction of ongoing improvements? For example, who are our teacher candidates, where do they come from, and where do they end up teaching (or not)?
- What can the steering committee learn from comprehensive needs assessments or program reviews that have been completed in the past?

NOTES

STEP 2.1. EXAMINE MULTIPLE SOURCES OF DATA**GUIDING QUESTIONS**

- What have previous program accreditation and/or reauthorization reviews (e.g., CAEP reviews) identified as needs and potential areas for improvement?
- How has the EPP performed in meeting state and/or specialty standards?
- What do teacher candidate performance data (e.g., subject area assessments, edTPA, candidate clinical observation data, candidate performance assessment data) suggest about the EPP's needs and potential areas for improvement?
- What do graduate perception data (e.g., completer surveys) suggest about the EPP's needs and potential areas for improvement?
- What do employer perception data (e.g., school district employer surveys) suggest about the EPP's needs and potential areas for improvement? What is the feedback from local districts about graduates and their competencies?
- Does the steering committee have access to student achievement data for program completers? If so, what do the data suggest about potential areas of focus for program reform?
- What other sources of data should be examined as part of the needs assessment (e.g., retention data, employment data)?

NOTES

STEP 2.2. ENGAGE EXTERNAL STAKEHOLDERS**GUIDING QUESTIONS**

- What external stakeholder groups will be impacted by program reform and continuous improvement efforts?
- How will input be gathered from external stakeholders about their needs and perspectives on EPP quality and areas for improvement?
 - Local partner school districts?
 - Recent program graduates?
 - SEA leaders or staff?

NOTES**STEP 2.3. GATHER FACULTY INPUT****GUIDING QUESTIONS**

- In what content or topic areas (e.g., reading, math, behavior, universal design for learning [UDL]) do faculty feel program improvement is needed? Why?
- Are there specific courses or individual programs (e.g., elementary, secondary, special education) that faculty want to focus on for program reform and improvement? Why?
- What expertise currently exists among faculty in areas targeted for program reform?
- Do faculty need to build additional knowledge of content or cross-cutting instructional practices?

NOTES

STEP 2.3. GATHER FACULTY INPUT

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • How are clinical experiences within or across programs aligned to desired outcomes? • What is the feedback from district partners about areas for improving clinical experiences? • In what areas do faculty need professional development (e.g., knowledge of research, teacher preparation practices, EBPs, systemic reform)? 	

STEP 2.4. LEVERAGE CURRENT INITIATIVES

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • Have any recent initiative inventories been conducted to explore opportunities for alignment at the state, district, or university level? How will the steering committee identify opportunities and the capacity to align them? • What current initiatives at the state or district level support a need to engage in program reform and continuous improvement? How do they support this need? • What opportunities exist to align program reform and continuous improvement efforts with instructional priorities of state-level strategic plans (e.g., State Systemic Improvement Plan, ESSA state plans)? 	

STEP 2.4. LEVERAGE CURRENT INITIATIVES**GUIDING QUESTIONS**

- What strategic initiatives related to content or pedagogy are partner school districts currently implementing? How can program reform and continuous improvement efforts align with and/or support these partner school district initiatives?
- Are there existing initiatives under way within the EPP that are aimed at improving candidate competence before the culminating clinical experiences? How might these initiatives inform program reform and continuous improvement efforts?
- How can conducting program review using the CEEDAR Center ICs or similar tools help in responding to program approval and/or accreditation requirements?
- How can the EPP leverage resources from other university initiatives (e.g., human resources, financial resources) to support program reform and continuous improvement?

NOTES

Step 3: Determine Program Review Focus

Before beginning the review process, the team must clearly define the evidence-based practices or frameworks that will be used to review individual programs. Teams should carefully consider all sources of data to achieve consensus about the focus and scope of the program review.

OUTCOMES:

- The steering committee has clearly defined the instructional focus of the program review (e.g., the evidence-based practices or frameworks that will be used to guide the review) and the individual programs, sets of courses, and/or clinical experiences that will be reviewed.
- The steering committee has appointed a faculty-led workgroup to carry out the program review tasks.

STEP 3.1. DECIDE THE INSTRUCTIONAL FOCUS OF THE PROGRAM REVIEW

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • Based on the data, should program reform and continuous improvement efforts target a specific content area (e.g., reading, math, behavior)? • Based on the data, should program reform and continuous improvement efforts focus on cross-cutting instructional practices that can be applied across content areas (e.g., Multi-Tiered Systems of Support, UDL, HLPs, strengthening practice-based opportunities)? 	

STEP 3.1. DECIDE THE INSTRUCTIONAL FOCUS OF THE PROGRAM REVIEW

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • What are the pros and cons of focusing on a content area as opposed to focusing on instructional practices that can be applied across content areas and grade levels? • How will the focus on identified instructional practices affect reforms needed in clinical experiences? • Which of the CEEDAR Center IC topic areas best addresses identified areas of program reform? • Based on these conversations, what is the steering committee’s final decision about the instructional focus of the program review (i.e., what evidence-based practices and/or frameworks will be used to review programs)? 	

STEP 3.2. SELECT INDIVIDUAL PROGRAMS OR COURSES TO BE REVIEWED

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • Based on the data, are there individual programs that should be prioritized for review (e.g., elementary, secondary, dual certification)? • Is there a particular set of courses that should be prioritized for review (e.g., a set of courses leading to endorsement that is shared across multiple individual programs)? • How will scope and sequence be considered within and across programs? 	

STEP 3.2. SELECT INDIVIDUAL PROGRAMS OR COURSES TO BE REVIEWED

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> Based on these conversations, what is the steering committee’s final decision about which individual programs will be reviewed? 	

STEP 3.3. CREATE A WORKGROUP TO CONDUCT THE PROGRAM REVIEW

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> Given the chosen program review focus, which stakeholders should be represented on the workgroup that will carry out the program review tasks? Does this group overlap with the steering committee? What additional members should be added? Does the workgroup encompass stakeholders outside of the EPP? For example, are district representatives or program graduates currently teaching in partner district schools involved? Does the workgroup include adjunct and/or clinical faculty? Do all workgroup members have a clear understanding of the commitment involved in reviewing and enhancing programs (e.g., revising syllabi, developing new course content)? Do all workgroup members understand the expectations for program improvements and revisions per feedback from the review process, and therefore are committed to moving forward with the process? 	

Step 4: Review Programs

A systematic review of the coursework and clinical experiences within programs can help identify strengths, weaknesses, and opportunities for improved alignment with evidence-based practices and frameworks. A data-driven program review is the foundation for developing a strong action plan for program reform.

OUTCOMES:

- The workgroup has chosen appropriate program review tools (e.g., CEEDAR Center ICs) and has established a process to conduct the review, including division of tasks and responsibilities among workgroup members.
- The workgroup has analyzed data from the program review and has shared initial findings with the rest of the faculty and other applicable stakeholders.

STEP 4.1. CHOOSE PROGRAM REVIEW TOOLS

GUIDING QUESTIONS

- How will the workgroup use the CEEDAR Center ICs or other tools to facilitate the program review process?
- Does the workgroup understand the purpose of the CEEDAR Center ICs? Do they understand that the ICs are self-assessment tools with no rating or accountability function?
- How will the workgroup receive training to use the CEEDAR Center ICs? Will the workgroup use the online ICs on the NIC to complete the program matrix?

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STEP 4.2. ESTABLISH THE PROGRAM REVIEW PROCESS**GUIDING QUESTIONS**

- How will faculty on the workgroup divide responsibility for reviewing syllabi for courses and clinical experiences for the selected programs?
- Will faculty individually or collectively review courses within programs? Will there be checks for interrater reliability?
- What level of input and control will faculty be granted in the program revision process?
- What role will the dean or program chair have in leading and facilitating the program review process?
- What supports and resources (e.g., training, time, faculty buy-outs, stipends) are needed for faculty to adequately engage in program review?
- How will the workgroup analyze data generated by the CEEDAR Center ICs or other program review tools?

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STEP 4.3. ANALYZE PROGRAM REVIEW DATA**GUIDING QUESTIONS**

- What did the program review reveal? What are areas of strength within the program? What are areas for improvement within the program?
- Did specific courses or content strands emerge in the review that should be prioritized for revision and course enhancement? Did specific courses emerge that do not directly align with the teacher standards?
- Did the review reveal issues in scope and sequence across content? For example, are teachers provided training on phonemic awareness across several courses but no attention is given to comprehension?
- What do the data suggest about gaps in curriculum across the program?
- What do the data suggest about duplications in curriculum across the program?
- How will faculty beyond the workgroup have an opportunity to analyze, discuss, and reflect on findings that the data generated during the program review process?
- How will the workgroup communicate and share initial findings from the program review beyond the workgroup?

NOTES

Step 5: Develop Action Plan

Developing an action plan for program reform creates a blueprint to guide implementation efforts and provides clarity on team roles and responsibilities. A strong action plan lays the foundation for structures to promote accountability and continuous improvement.

OUTCOMES:

- The workgroup has developed an action plan for program reform, including tasks, outputs, outcomes, and a plan for data collection and progress monitoring.
- The workgroup has secured the necessary resources (e.g., professional development, technical assistance, funding) to support implementation of the action plan.

STEP 5.1. IDENTIFY ACTION STEPS FOR PROGRAM IMPROVEMENT

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • Have faculty who did not participate on the workgroup had an opportunity to analyze, discuss, and reflect on the findings generated during the program review process? • What action steps do the data suggest related to: <ul style="list-style-type: none"> – Revising the sequence of courses? – Revising course content to embed evidence-based practices and frameworks? – Increasing the frequency and quality of practice-based opportunities within clinical experiences? – Developing blended or dual-certification programs? – Strengthening partnerships with local districts? 	

STEP 5.1. IDENTIFY ACTION STEPS FOR PROGRAM IMPROVEMENT**GUIDING QUESTIONS**

- Who will guide and monitor the action plan? Will EPP leaders have a role in implementing and monitoring the action plan? What is the role of the broader faculty in sharing ownership for the action plan?
- Has the workgroup distributed responsibility for completing the tasks within the action plan, involving other faculty as appropriate?

NOTES**STEP 5.2. SECURE RESOURCES TO SUPPORT PROGRAM IMPROVEMENT****GUIDING QUESTIONS**

- What supports are needed for faculty to engage in the program improvement efforts identified in the action plan (e.g., making modifications to course activities and materials, revising clinical experiences)? How will these resources and supports be secured?
- What faculty skill sets are needed to engage in strengthening coursework and clinical experiences to address evidence-based practices and frameworks? How will these resources and supports (e.g., training, learning opportunities, professional development) be provided to ensure that faculty have these skills?

NOTES

STEP 5.2. SECURE RESOURCES TO SUPPORT PROGRAM IMPROVEMENT

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none">• What research-based resources (e.g., CEEDAR Center Course Enhancement Modules and IRIS professional learning modules) will be used for course and program enhancement? How will these resources be used?• How will faculty share resources and collaborate to ensure consistency of improvement efforts within and across programs?• How can faculty engage with other EPPs within the state or nationally to share resources, syllabi, course materials, and program requirements?• What support can be provided to faculty to help them see the connections between program improvement tasks identified in the action plan and their existing responsibilities? For example, will any of the program reform and continuous improvement efforts help with work that already must be done for program approval and/or accreditation?	

STEP 5.3. SPECIFY OUTPUTS AND OUTCOMES

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • What are the short-, intermediate-, and long-term outcomes that should be included in the action plan? What data will be collected to measure these outcomes? How will existing sources of data be leveraged to collect this information? • How does the EPP plan to assess whether program improvements result in: <ul style="list-style-type: none"> – Improved alignment of courses to evidence-based practices and frameworks? – Improved capacity of faculty? – Improved candidate competence in the use of evidence-based practices and frameworks? • How will data on short- and intermediate-term outcomes (e.g., changes in teacher knowledge and skill, changes in instructional practice) be collected to determine if reforms are on the right track for more distal outcomes, such as student achievement? • Will syllabi and course revisions be included as part of an output measurement? • How can candidate performance be measured to demonstrate if improvement efforts have resulted in increased candidate capacity to implement HLPs/EPBs with fidelity (e.g., pre- and post-assessments of candidates during and after reforms, graduate completer surveys, examination of improvements in edTPA scores)? • How will training and coaching support for teacher candidates be measured? 	

STEP 5.4. DEVELOP A PROGRESS MONITORING AND DATA COLLECTION PLAN**GUIDING QUESTIONS**

- What data will be collected to guide continuous improvement efforts? How will these data be collected?
- How frequently will progress toward outcomes be monitored? What data will be shared, and how will stakeholders be kept informed?
- How will stakeholders within the EPP collaboratively analyze data to inform continuous improvement? How often will this occur? Who should take part in analyzing the data?

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Step 6: Implement Reforms

Implementation of the action plan for program reform must be intentional and thoughtful. Building faculty capacity and shared accountability helps create the conditions for long-term success.

OUTCOMES:

- Faculty have implemented program improvement tasks and activities in accordance with the action plan.
- Changes have been made to coursework and clinical experiences to improve alignment with evidence-based practices and frameworks.
- Faculty have developed the capacity to implement changes within coursework and clinical experiences to improve learning opportunities for candidates.

STEP 6.1. ADDRESS IMPLEMENTATION OPPORTUNITIES AND CHALLENGES

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • How will the EPP build partnerships with external organizations to support faculty to implement the action plan (e.g., professional development providers)? • How can supports from the SEA be leveraged to support faculty to implement the action plan? • How can existing faculty expertise be leveraged to help other faculty problem-solve issues that may arise during implementation of the action plan? 	

STEP 6.2. DEVELOP FACULTY CAPACITY**GUIDING QUESTIONS**

- What are potential “quick wins” to demonstrate to faculty the benefits of engaging in program improvement efforts?
- Are faculty receiving the planned supports (e.g., training, professional development, financial support to present on reforms within the state or nationally) to implement the programmatic changes specified in the action plan?
- How is the EPP measuring whether faculty capacity has been built to embed evidence-based practices and frameworks into coursework and clinical experiences?

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Step 7: Practice Continuous Improvement

Reform efforts often lose momentum after initial implementation. Creating a continuous improvement cycle helps maintain the work's momentum and sustain program reform over time.

OUTCOMES:

- The EPP has collected and analyzed data to determine progress toward outcomes stated in the action plan.
- The EPP has used data to make program reform adjustments in order to create better learning opportunities for candidates.

STEP 7.1. COLLECT AND ANALYZE DATA

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • Have the responsible parties collected data on short-, intermediate-, and long-term outcomes in accordance with the data collection procedures specified in the action plan? What data are missing that still need to be collected? • How will data be collected and monitored to ensure that the EPP is on track to meet the outcomes specified in the action plan (e.g., program monitoring and evaluation by an administrator who examines program-level data across reformed programs within the EPP)? 	

STEP 7.2. MAKE PROGRAM ADJUSTMENTS AS NEEDED**GUIDING QUESTIONS**

- What adjustments to the EPP action plan need to be made based on the data?
- Why are these adjustments needed?
- How will these adjustments be implemented? When will this occur?

NOTES

Step 8: Scale Impact

Scaling impact requires thoughtful planning and intentional partnerships. Documenting successes, challenges, and lessons learned during improvement efforts creates a solid foundation for sustainability and scale-up.

OUTCOMES:

- The EPP has documented and communicated successes, challenges, and lessons learned to internal and external stakeholders.
- The EPP is collaborating with stakeholders (e.g., local districts, SEA) to scale program reform and continuous improvement efforts to other programs, universities, and geographic areas.

STEP 8.1. COMMUNICATE ACHIEVEMENTS

GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • How will the EPP communicate its progress and impact on candidates? • How will the EPP communicate successes, achievements, and lessons learned? • How will the EPP communicate progress and impact to both internal stakeholders (e.g., faculty) and external stakeholders? 	

STEP 8.2. SCALE EFFORTS**GUIDING QUESTIONS**

- What stakeholders need to be part of a conversation about sustainability and scale-up?
- How will the EPP ensure that reform efforts are leading to deep and consequential changes in teacher preparation?
- How will the EPP ensure that changes to programs and preparation practices are sustained over a substantial period of time regardless of administration or faculty turnover?
- How will the EPP maximize the spread of scale-up efforts to other programs and universities?
- How will the EPP maintain the effectiveness of reforms while reducing the resources needed to sustain the reforms?
- What strategies will help those impacted by program reforms (e.g., faculty) assume ownership for their sustainability?
- How will the EPP ensure that the program reform framework is flexible and can be adapted to meet the changing needs of stakeholders in the future?

NOTES

