

Exhibit 2.4.d.2a



**NCATE Fall 2012 Data Retreat
January 23, 2013**

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Use of Data Analysis for Program Improvement

Procedures: TK20 coordinator generated data reports for each program (initial/advanced) on Fall 2012 program data. Program coordinators were given program reports in advance of the data retreat for initial analysis. Program coordinators facilitated the discussion with their faculty. At the closure of the session, findings were reported out and patterns across initial and advanced programs were discerned.

Working Groups Initial Programs

Childhood (ACEI)

Candidates’ Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
Knowledge <ul style="list-style-type: none">• 90% pass rate on Foundations of	<ul style="list-style-type: none">• Performances on Praxis II	<ul style="list-style-type: none">• Workshops for Praxis II (create support during student teaching)• Revisit ED 385 or perhaps	Revisit STEI instrument for alignment with earlier coursework

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>Reading test</p> <ul style="list-style-type: none"> Held workshops to help us address Praxis II 		<p>methods courses need to come earlier in program such as ED 206</p> <ul style="list-style-type: none"> Use video cases to work on lesson planning and classroom management 	
<p>Skills</p> <ul style="list-style-type: none"> Student teaching evaluation (STEI) indicated that all passed classroom management & lesson planning STEI data indicate strength in candidates' use of routines and transitions Qualitative data collected by ST coordinator show general satisfaction with written performance and skills 	<ul style="list-style-type: none"> Issues with lesson planning Issues with classroom management Professional dispositions (items 16-20) on STEI 	<ul style="list-style-type: none"> Earlier performances in program on lesson planning and classroom management (introduce in ED 206) Add a clinical experience for classroom management to see rules and regulations More clinical experiences 	
<p>Dispositions</p> <ul style="list-style-type: none"> PDS interview 	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Adjust expectations 	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<ul style="list-style-type: none"> ED 320 teacher evaluation form Student Teaching Eval Instrument (competencies 16-20) 	competency		
Patterns Across Performances: <ul style="list-style-type: none"> Lesson Planning Classroom Management Engage students in professional conferences and workshops In ED 206 & EPY 203: focus on differentiation of questioning for various levels of academic knowledge Managing routines and transitions 			

Secondary Programs (NCTE, NCTM, NCSS, NSTA, ACTFL)

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
Knowledge Generalized Summary <ul style="list-style-type: none"> Pedagogy v. content Math: <ul style="list-style-type: none"> only knowledge data gathered is on 	<ul style="list-style-type: none"> ED 440 and ED 447 why replicate for English majors Math <ul style="list-style-type: none"> Revisit prompt to make sure data reflects course trajectory 	<ul style="list-style-type: none"> Clarify content pedagogy expectations Need content knowledge Review content courses leading up to PDS semester for content knowledge linked to competencies Math <ul style="list-style-type: none"> More history? 	Praxis II incomplete (will soon need ...)

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>portfolio</p> <ul style="list-style-type: none"> • geometry is stronger than history/culture <p>History/Social Studies</p> <ul style="list-style-type: none"> • 441 lesson planning: 85% acceptable or target • 441 unit planning: 100% <p>Spanish</p> <ul style="list-style-type: none"> • Knowledge of Hispanic culture & literature <p>Biology Chemistry Earth Science English</p>	<p>History/Social Studies</p> <ul style="list-style-type: none"> • 50% materials <p>Spanish</p> <ul style="list-style-type: none"> • Spanish grammar and general linguistics <p>Biology Chemistry Earth Science</p> <ul style="list-style-type: none"> • English 	<p>History/Social Studies</p> <ul style="list-style-type: none"> • Praxis II scores not included in data • Align 441 around NCSS Standards <p>Spanish</p> <ul style="list-style-type: none"> • Design additional courses to strengthen linguistic preparation <p>Biology Chemistry Earth Science English</p>	
<p>Skills Generalized Summary</p> <p>Math</p> <ul style="list-style-type: none"> • Students learn lesson planning in ED 449 	<ul style="list-style-type: none"> • Initiation/closure difficulties • ED 385 v. content methods • Differentiated instruction needs to be clearly defined and woven throughout all courses <p>Math</p> <ul style="list-style-type: none"> • Planning skills in <ul style="list-style-type: none"> ○ differentiation ○ classroom management ○ initiation/closure 	<ul style="list-style-type: none"> • ED 449, 441 – incorporate STEI competencies • Need classroom management in ED 385 rubric • Need to revise ED 385 in Tk20 <p>Math</p> <ul style="list-style-type: none"> • Need more lesson planning prior to professional semester 	<p>Align secondary with other initial certification programs</p>

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>History/Social Studies</p> <ul style="list-style-type: none"> • 441: 70% closure (up) • 441: 50% organization (up) <p>Spanish</p> <ul style="list-style-type: none"> • Reading skills <p>Literary & cultural analysis</p> <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p> <p>English</p>	<ul style="list-style-type: none"> ○ discourse/cultural transfer & facilitation <p>History/Social Studies</p> <ul style="list-style-type: none"> • Pedagogy is measured in ED 441 but not in ED 385 (everyone is acceptable or target) • ED 441 instrument cannot identify weaknesses • Lesson development: <ul style="list-style-type: none"> ○ Closure ○ Modification ○ Organization <p>Spanish</p> <ul style="list-style-type: none"> • Linguistic analysis • Writing skills • Lesson planning skills <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p> <p>English</p>	<p>History/Social Studies</p> <ul style="list-style-type: none"> • <p>Spanish</p> <ul style="list-style-type: none"> • Reinforce corresponding practice in all courses & relevant courses <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p> <p>English</p>	
<p>Dispositions</p> <p>Generalized Summary</p> <ul style="list-style-type: none"> • No PDS interview or 	<ul style="list-style-type: none"> • Too late: <ul style="list-style-type: none"> ○ Need to start to measure earlier in ED 206 and EPY 	<ul style="list-style-type: none"> • Re-tool PDS interview instrument to get at content knowledge? (Math piloting a 	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>ST until Spring</p> <p>Math</p> <ul style="list-style-type: none"> All students scored at acceptable in professional behavior <p>History/Social Studies</p> <ul style="list-style-type: none"> N/A no PDS interview this semester (measure data in May) <p>Spanish</p> <ul style="list-style-type: none"> In general, sense of responsibility & professionalism in line with the EDUCATOR conceptual framework <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p>	<p>204</p> <p>Math</p> <ul style="list-style-type: none"> No students scored target level in content portfolio <p>History/Social Studies</p> <p>Spanish</p> <ul style="list-style-type: none"> Take more advantage of opportunities for professional development <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p>	<p>new instrument)</p> <p>Math</p> <p>History/Social Studies</p> <p>Spanish</p> <ul style="list-style-type: none"> Make information more available How to reinforce? <p>Biology</p> <p>Chemistry</p> <p>Earth Science</p>	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>English</p> <p>Generalized Summary</p> <ul style="list-style-type: none"> Candidates perform at a higher level on content in EDU courses. Data does not reflect same level of performance in content area subject grades. 	<p>English</p> <ul style="list-style-type: none"> Need to implement taking Praxis II prior to student teaching as the sciences already do now Candidate performances are weaker in areas of diversity, critical thinking, and use of technology Integrating literacy across content areas is another area for improvement. 	<p>English</p> <ul style="list-style-type: none"> Create 5 year programs to strengthen content area knowledge Check disparity between grades in content in EDU courses and subject area courses. Include diversity, critical thinking, technology earlier in program Explore whether ED 440 should be required of English majors Can some Gen Ed courses be used as cross-over courses (Ed Psych?) 	<p>Check assessment of content knowledge</p> <p>Revisit STEI instrument for alignment with earlier coursework</p> <p>Introduce assessment of dispositions earlier in program</p>
<p>Patterns Across Performances (Sciences and English not submitted):</p> <ul style="list-style-type: none"> Ed courses v. content areas: <ul style="list-style-type: none"> Grade inflation> ED 385 rubric needs structural placement of ED 385, ED 206, EPY 204 ED 385 key assessment needs to be modified 5 year program? 			

Not part of the review, but discussed:

- 1. Student Teaching Eval Instrument competencies 17-20 : rating issues 1 v. 2 and 1 v. 3.*
- 2. Inter-rater reliability*

Health Education (AAHPERD)

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>Knowledge</p> <ul style="list-style-type: none"> • Coop Teacher access to content area of ST at end of ST semester <ul style="list-style-type: none"> ○ 83% at target ○ 8% at acceptable ○ 8% N/A 	<ul style="list-style-type: none"> • Not every content area addressed in 14 weeks • School districts vary in Health Curriculum • Not all go into equal depth 	<ul style="list-style-type: none"> • Request that human sexuality, family planning is part of the curriculum that could be taught during the ST time in the school 	
<p>Skills</p> <ul style="list-style-type: none"> • Lesson planning & presentation - 100% target • Objectives & assessment – 80% target & 20% acceptable • Learning activities – 80% target & 20% acceptable • Health Bulletin board – 100% target (creative way to represent a health message) 	<ul style="list-style-type: none"> • Differentiated instruction needs improvement due to hypothetical situations rather than real situations • Work with organizations or school to determine need for message to explore 	<ul style="list-style-type: none"> • Classroom management • Need adjuncts to submit data 	
<p>Dispositions</p> <ul style="list-style-type: none"> • PDS teaching eval demonstrate 	<ul style="list-style-type: none"> • Student teachers need to Greater awareness of dispositions of the school 	<ul style="list-style-type: none"> • If unacceptable, data to support Needs to be included 	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
appropriate professional behavior in schools – 78% target; 17% acceptable; 5% no evidence	district		
Generalized Summary <ul style="list-style-type: none"> • STEI data indicate that 83% performed at the target level on content knowledge 	<ul style="list-style-type: none"> • Weak scores in school health plans may be because candidates often are not aware of school culture/policy on human sexuality • Candidate performances are weaker in areas of health issues, differentiated instruction, lesson planning, and classroom management 	<ul style="list-style-type: none"> • Discuss district culture and mandates with candidates so they are aware of positions on human sexuality by district • Include differentiated instruction, lesson planning earlier in program • Introduce dispositions earlier 	Adjuncts need to submit data to TK20 Revisit STEI instrument for alignment with differentiated instruction, etc. earlier in program Introduce assessment of dispositions earlier in program
Benchmark of 90% performing at 2.5 or above? YES			

Music Education

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
Knowledge <ul style="list-style-type: none"> • 100% pass rate in Praxis II 	<ul style="list-style-type: none"> • Currently music students take 3 credit course in Elementary Music 	<ul style="list-style-type: none"> • Reconfigure 6 credits to include 2 credits each: EE, MS, & HS experience 	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
	<p>methods and a course in Secondary Music Methods (MS being short-changed)</p>		
<p>Skills</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students lack skill in working with middle school aged children 	<ul style="list-style-type: none"> • Each course would have a PDS component 	
<p>Dispositions</p> <ul style="list-style-type: none"> • Music students answer questions related to the conceptual framework (EDUCATOR) when entering the professional program 	<ul style="list-style-type: none"> • When student teaching, the current data collection form has limited feedback on dispositions 	<ul style="list-style-type: none"> • Revise the form to align with the current TEAM modules 	
<ul style="list-style-type: none"> • Strong Praxis II data- 100% pass rate • STEI data indicates 100% scored at acceptable level on dispositions 	<ul style="list-style-type: none"> • Due to state K-12 licensing structure, candidates do not strengthen skills specifically at elementary or secondary areas in methods courses 	<ul style="list-style-type: none"> • Create 2 three credit methods courses (elementary and secondary) 	<p>Revisit the STEI instrument as dispositions are not clearly defined</p>
<p>Patterns Across Performances: Tk20 total percentage of students for planning, instructing, & assessment averages 2.5 w/ 100% of candidates rated acceptable for professional responsibility.</p>			
<p>Benchmark of 90% performing at 2.5 or above? YES</p>			

M.A.T Programs (ILPB):

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>Knowledge General Summary</p> <ul style="list-style-type: none"> ED 503 instructor observations are high 100% at Target Unified Final Project (MAD 549/ED 530, MAD 549/ED 530, ED/BIO 566/ED 530) <p>Math</p> <ul style="list-style-type: none"> All categories scored at least acceptable <p>Biology</p> <ul style="list-style-type: none"> All categories scored at least at 2.5/3 (acceptable = 2 and target =3) 	<ul style="list-style-type: none"> No student assessments recorded in ED 503 Scoring criteria <p>Math</p> <ul style="list-style-type: none"> Move toward target areas that scored acceptable <ul style="list-style-type: none"> Objectives & differentiation <p>Biology</p> <ul style="list-style-type: none"> Move toward target areas that scored acceptable <ul style="list-style-type: none"> Strengthen differentiation by developmental 	<ul style="list-style-type: none"> Content Pedagogy standardized across all (Biology, Math, & Spanish) <p>Math</p> <ul style="list-style-type: none"> Begin collecting evidence for the Math portfolio in the MAT 513 summer course Review clarity in the delivery of the Unified Final Project Expectations <p>Biology</p> <ul style="list-style-type: none"> Review clarity in the delivery of the Unified Final Project Expectations 	<p>Determine if student assessments in ED 503 are of value for inclusion</p>

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>Spanish</p> <ul style="list-style-type: none"> • Scored at least acceptable in all categories 	<p>level</p> <ul style="list-style-type: none"> ○ Strengthen alignment & closure (2.0) <p>Spanish</p> <ul style="list-style-type: none"> • Move toward target areas that scored acceptable 	<p>Spanish</p> <ul style="list-style-type: none"> • Review clarity in the delivery of the Unified Final Project Expectations 	
<p>Skills General Summary</p> <ul style="list-style-type: none"> • Unified Final Project (MAD 549/ED 530, MAD 549/ED 530, ED/BIO 566/ED 530) <ul style="list-style-type: none"> ○ All candidate completers (100%) passed • APA Style target across (except references) • Logical sequence – all candidates scored at least acceptable • Teacher Work Sample piloted as part of the Electronic Professional Educator Portfolio(E-PEP) during student teaching 	<ul style="list-style-type: none"> • Unified Final Project content elements are still raising questions • APA Style – work on references • Adjustment of level • Different micro-teaching expectations in different content areas • E-PEP website created late but completed throughout the program (was supposed to be created in the first course) • Support and remediation should be standardized across all 3 content areas • Scoring criteria 	<ul style="list-style-type: none"> • More differentiation by developmental level (MS and HS) • Align content pedagogy with current pedagogical trends • Balance activities across content areas • Standardize micro-teaching • E-PEP website must be created during first course • Review rubric for Unified Final Project content component elements • Make sure test creation , scoring criteria & item 	<p>Revisit Unified Final Project and incorporate suggested improvements</p>

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<ul style="list-style-type: none"> Variations in the scores and expectations <p>Math</p> <ul style="list-style-type: none"> Flexibility with due dates when students were identified not to have the skills to complete the assigned tasks Additional support and remediation provided in Math for several candidates <p>Biology</p> <ul style="list-style-type: none"> Flexibility with due dates when students were 	<ul style="list-style-type: none"> Inter-rater reliability with the Unified Final Project <p>Math</p> <ul style="list-style-type: none"> Math ED 530 Objectives, differentiation need strengthening Math candidates have difficulty meeting the criteria of the Portfolio in Mathematics (undergrads have more courses to select from) Linkage of Portfolio in Mathematics (methods) with the E-PEP? <p>Biology</p> <ul style="list-style-type: none"> Improved communication on expectations, due 	<p>analysis is included in ED 503</p> <ul style="list-style-type: none"> Create a standardized "core" syllabus across the three content methods courses addressing content pedagogy, micro-teaching, and expectations <p>Math</p> <ul style="list-style-type: none"> Review the expectations of the Math portfolio Consistency with due dates and grading process <p>Biology</p> <ul style="list-style-type: none"> Consistency with due dates and grading 	

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<p>identified not to have the skills to complete the assigned tasks</p> <p>Spanish</p> <ul style="list-style-type: none"> Flexibility with due dates when students were identified not to have the skills to complete the assigned tasks Strong support and remediation 	<p>dates, and the grading process</p> <ul style="list-style-type: none"> Increase support and remediation <p>Spanish</p> <ul style="list-style-type: none"> Increased enrollment in this content will enrich collaboration efforts 	<p>process</p> <ul style="list-style-type: none"> Develop workshops or study groups <p>Spanish</p> <ul style="list-style-type: none"> Consistency with due dates and grading process 	
<p>Dispositions</p> <ul style="list-style-type: none"> Strong disposition evaluation at program entry and with the STEI 	<ul style="list-style-type: none"> Not measured since program interview (4 courses ago) Should be measured in the content pedagogy (methods) and pedagogy courses (ED 530) Need stronger assessment of dispositions during student teaching 	<ul style="list-style-type: none"> Dispositions need to be measured by a standard instrument at beginning, middle, and end of program 	<p>Develop a disposition instrument, standardized across all programs</p>
<p>Patterns Across Performances: 100% of candidates perform at acceptable or target in the STEI.</p>			
<p>Benchmark of 90% performing at 2.5 or above? YES</p>			

Working Groups Advanced Programs

MSED Programs (Instructional Technology, Reading Education, Special Education)

Note: Working group decided to address program improvement areas as data was disparate due to need of a new assessment framework across all three programs.

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
	<ul style="list-style-type: none"> • Capstone data indicates that candidates' weakest areas of performed were in technology and diversity 	<ul style="list-style-type: none"> • Need evidence of validity • Need to establish an overriding construct domain based on conceptual framework and standards for professionals such as NBPTS • Need to strengthen curriculum in areas of diversity & technology integration • Need to discuss upcoming state regulations in redesign of program and assessment framework • Need to address question as to what state will require of Masters programs for advanced programs • Need to provide additional infrastructure for cloud computing and technology needs • Establish gates (transition points) • Utilization of the evaluation process • Clarify standards re conceptual domains 	<p>Need to create a new assessment framework across all 3 programs for 4 key assessments.</p> <p>Need protocol for TK20 as part of admission process</p> <p>Need to improve validity of instruments</p>

		<ul style="list-style-type: none"> • Keep evaluations simple 	
<p>Patterns Across Performances:</p> <p>Clearly establish the scaling, reliability of scale use in underlying summative assessment that is Independent of the instructor on scaling that shows a clear & interpretative continuum</p>			
<p>Benchmark of 90% performing at 2.5 or above: Yes/No</p>			

Instructional Leadership (ELCC)

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<ul style="list-style-type: none"> • Strong assessment plan allows program to track candidates' performances closely across cohorts 	<ul style="list-style-type: none"> • Target writing performances in doctoral program, especially paraphrasing & citing • Data indicates candidates are getting more incompletes due to stress in personal life or workplace 	<ul style="list-style-type: none"> • Create a module on how to paraphrase and cite sources • Track candidates closely to avoid incompletes or to follow up afterwards so they do not revert to 'F' grades 	<p>Need to track dispositions at entry/mid-point/ end of cohort program</p>
<p><i>092 Educational Leadership</i></p>			
Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<ul style="list-style-type: none"> • Strong performance on CAT exam; 95% pass rate 	<ul style="list-style-type: none"> • Data indicates weaker performances in Modules on content, teaching budgets 	<ul style="list-style-type: none"> • Create changes in modules on teaching budgets, content • Increase panels with 	<p>Review admission criteria to see relationship to Incompletes data</p>

Candidates' Strengths across Performances	Areas in Need of Improvement across Performances	Suggestions for Program Improvement	Suggestions for Assessment System
<ul style="list-style-type: none"> • Strong pass rates on Portfolio Internship • Candidates' feedback indicated strength of new discussion panels with area administrators 	<ul style="list-style-type: none"> • Candidates' feedback indicates greater need to interact with administrators • Data indicates growing number of Incompletes • Data indicates need to improve in discourses of school administration • Role of administration 	<ul style="list-style-type: none"> • administrators to provide more interaction • Time management skills to decrease incompletes • More building based involvement • More interaction with superintendents 	<ul style="list-style-type: none"> • Intake survey needs to be on TK20
<p>Skills</p> <ul style="list-style-type: none"> • Planning and Leadership Portfolios 	<ul style="list-style-type: none"> • Time management • Administration role • Budget management 	<ul style="list-style-type: none"> • Focus on administrator areas • Technology for many • Budget manager • 092 administrative Intern and supervisor assessment • Add intern data to dispositions • Translate into admin. • Professional module 	

Patterns across Programs

- Introduce skills such as lesson planning and classroom management earlier in programs.
- Need to improve candidates' use of differentiated instruction across programs.
- Need to revisit earlier methods courses in regard to content knowledge and pedagogical skills in light of STEI data.

Assessment System Recommendations

- Need to assess dispositions earlier in programs and at mid-point/exit from program.
- Need to align STEI instrument with earlier experiences in methods courses