Standard 5.4 / 5.5 Program Changes and Improvements Narrative

The Heidelberg EPP has targeted Standard 5 as our overarching standard for continuous improvement with the understanding that quality assurance provides the umbrella under which all other CAEP standards fall. In describing the EPP's recent work under this standard, this report responds to our last site visit report in Spring 2020 which noted that the EPP:
- provided limited evidence of how we used evidence and data to inform program changes (Component 5.4/AFI) and;
- no evidence of how we involved diverse stakeholders in our continuous improvement process (Component 5.5/stipulation).

Below is a summary of the program changes and improvements specific to components 5.4 and 5.5 made in collaboration with diverse stakeholders during the 2019-2020 and 2020-2021 academic years. These changes are the result of external mandates (i.e., the change in licensing in Ohio for our early childhood candidates from PreK-3 to PreK-5), national trends and initiatives (i.e., teacher shortages in MATH and STEAM areas), and review and analysis of key and program-level assessments and data (i.e. licensure exams, completer data, EdTPA).

Please note: This information has also been compiled and can be found in our Component 5.4 and 5.5: Program Changes and Improvements Table document.

The following narrative is organized around the following three specific program changes and improvements made specific to 5.4 / 5.5:
- HECAP formation and website design improvements
- Curriculum revisions
- Community Partnerships; Recruitment and Retention; and Diversity, Equity, Inclusion and Civic Responsibility 5 year initiative

Component 5.4 / 5.5: HECAP (Heidelberg Educators Community Advisory Partnership) and website redesign

HECAP (Component 5.5)

Heidelberg's EPP, prior to the fall of 2019, made multiple attempts to engage stakeholders in our program evaluation process and continuous improvement. As noted in our 2019 FFR, following the dissolution of Heidelberg's Teacher Educators Advisory Committee (TEAC), which was a result of decreased participation, the EPP attempted to confer with stakeholders in multiple alternative formats for both in person meetings and virtual formats (i.e. Google Meet and Google surveys). To increase participation levels, blanket invitations were sent out to a large number of Heidelberg stakeholders instead of establishing a formal advisory board with set membership. Attendance data clearly demonstrate that these attempts were unsuccessful.

- Google Meet Invitation and Google Survey were sent out to 216 stakeholders with only 11 responses and participation (5% participation rate)
- Heidelberg School of Education (HSE) Council meeting invited 109 mentor teachers and principals, 5 attended, 2 of whom were related to EPP staff, 4.6% participation rate

The lack of attendance, participation and feedback directly impacted stakeholder involvement in our EPP's continuous improvement plan (5.4 / 5.5). This led the EPP in August, 2019 to review

and analyze past attempts to engage stakeholders in our program. We saw this as a crucial starting point to involve invested, diverse candidates in program evaluation and improvement. At that time, we identified two factors we believe contributed not only to the low participation, but directly impacted our ability to regularly and systematically review data and goals with key stakeholders in our program:

- There was not a consistent group of stakeholders involved in our continuous improvement plan. Blanket invitations to a large number of stakeholders lacked continuity and intentionality, which inhibited our ability to analyze data, set goals and track progress over time with invested stakeholders. We needed to establish a group of stakeholders who had already demonstrated a commitment to our EPP and would be willing to serve and participate for an established period of time.
- Previous agenda meeting notes and documentation indicate that a clear role for participants was not defined nor was their role in evaluating and improving our program. Data was not shared systematically and action goals were not developed collaboratively.

In September, 2019 the Heidelberg EPP established Heidelberg Educators Community Advisory Partnership (HECAP) and recruited specifically-chosen, diverse stakeholders already invested in our EPP on some level. The 24 current HECAP members include alumni, Heidelberg faculty across departments, mentor teachers, local administrators, and current teacher candidates. During our May 25, 2021 HECAP meeting, we established a formal document clearly outlining HECAP's role, length of terms for members, regular meeting schedule, and an overview of agenda items.

📄 HECAP Member List_Attendance - 2020-21 - HECAP Members 2020-21.pdf

[HECAP Roles, Terms of Service and Purpose](#)

We have had four meetings since the formation of HECAP with the following rates of attendance.

- September 10, 2019, 71% attendance (17/24)
- February 11, 2020, 63% attendance (15/24)
- November 11, 2020, 24% attendance (12/24) Note: The state of Ohio was under mandatory health orders restricting large indoor gatherings and face-to-face meetings due to the COVID-19 pandemic.
- May 25, 2021 48% attendance (10/21)
  (Attendance data taken from HECAP Action Agendas (meeting minutes from September 10, 2019; February 11, 2020, November 11, 2020, and May 25, 2021).

Action Agendas:
- 📄 2019-09-10 HECAP Meeting Action Agenda (1).pdf

- 📄 2020-02-11 HECAP Meeting Action Agenda (2).pdf

- 📄 Copy of 2020-11-11 HECAP Action Agenda.pdf

- 📄 2021-05-25 HECAP Action Agenda (1).pdf

HECAP meeting invitations and agendas demonstrate how members were involved in decision making, program changes and improvements to our EPP such as:

- External mandates to change programming (i.e. 2019-09-10 HECAP Meeting Action Agenda shows discussion of changes in state licensure programs for Early Childhood Candidates and data that informed curricular revisions across licensure programs - components 5.5, 1.2, 1.4);
- Review of teacher candidate data (i.e. 2020-02-11 HECAP Meeting Action Agenda specific to the correlation between teacher candidates with low ACT scores and OAE pass rates - components 5.5, 3.2, 3.4, 3.5);
- EPP Initiatives: Recruitment and retention data, goals and timeline and Diversity, Equity, Inclusion and Civic Responsibility 5 Year Plan and Steering Sub-Committee (2021-05-25 HECAP Action Agenda - components 5.5, 3.1)

In an effort to facilitate timely data review and support consistency, future HECAP meetings will be scheduled for the third Tuesday of November and the third Tuesday of May (see Accreditation Calendar).

The establishment of HECAP has provided a structured and consistent format for engaging diverse, invested stakeholders in our program and a context for making data-informed program changes and improvements that directly impact our teacher candidates and PreK-12 students.

Website Redesign (Component 5.4 /5.5)

The establishment of HECAP allowed for focused, intentional sharing of initiatives, data and other measures to inform internal and external stakeholders and solicit their feedback. In addition, the EPP evaluated how we share CAEP measures and other data that demonstrate Heidelberg's program impact to external stakeholders and the public on our website.

Prior to 2019, our website provided data for all CAEP measures, but was not accessible or organized for the general public. It consisted of a single link to a single document containing many data tables. Our spring 2020 EPP website redesign now includes externally benchmarked data (i.e., completer data, OTES, licensure exam data) specific to all eight CAEP measures organized in a more accessible manner for the larger public. The website also includes links to our CAEP annual reports, starting with the 2021 report. This allows the public to see how we use the eight CAEP measures to evaluate our program and make informed decisions and continuously improve our program for teacher candidates and K-12 students.

Starting in the summer of 2021 one action item to further enhance our website is the addition of the EPP's improvement plan that addresses items such as:
- recruitment and retention plans;
- diversity, equity, inclusion and civic responsibility 5 year plan and initiative;
- curriculum revisions and data specific outcomes;
- current initiatives and data specific outcomes;
- and our assessment calendar.

For consistency, updates to this website will be made every April specific to the CAEP 8 measures and throughout the summer for continuous improvement documentation aligned to CAEP standards.

Website link:

Documentation: Assessment Calendar

Standard 5 (Components 5.1/ 5.2 / 5.3 / 5.4/ 5.5): Curriculum Revisions

In August of 2018, the state of Ohio changed the licensure for early childhood candidates, expanding the grade range of licensure from PreK-3 to PreK-5. This shift in licensure was required to be fully implemented by the Fall 2020 semester. The Heidelberg EPP took this shift as an opportunity to review and revise our curriculum across all of our licensure programs. Based on review and analysis of multiple measures specific to teacher candidate progress, completer feedback, and overall EPP effectiveness (components 5.1 / 5.2/ 5.3 /5.4), several significant changes were made. A variety of invested stakeholders took part in the review of teacher candidate and completer data as well as licensure specific standards for all licensure programs to help our EPP make informed, data-driven decisions on curricular program changes (component 5.5). Completer survey, OAE licensure tests and EdTPA data were used to discover patterns, gaps and/or areas of improvement to inform the transition to PreK-5 licensure and make curricular revisions across licensure programs (component 5.3).

Curricular changes have occurred in two waves. The first round of major changes began with data analysis, multiple department work sessions, and input from HECAP members in 2019. We selected completer survey responses, edTPA data and OAE scores for all licensure candidates and completers as a basis for decision-making. Curricular revisions were submitted to Heidelberg's UCC (University Curriculum Committee) in the Spring of 2020 with implementation in fall of 2020. Changes are detailed in the attached documents.

The second wave of curriculum changes began in the summer of 2020 with an extensive review of the middle and AYA math program. OAE scores were shared with members of the University's mathematics department additional curricular changes were submitted and approved by UCC in the Spring of 2021 for implementation in Fall, 2021. Changes are detailed in the attached documents. The middle and AYA English/Language Arts curriculum had been reviewed just prior to the P-5 conversion, so no changes were made to those programs at this time. Collaboration with humanities and science departments will take place during the 2021-22 year as we review the middle and AYA social studies and science programs.i

Stakeholders involved in data review and all curriculum change decisions include HECAP members; content specific Heidelberg faculty (i.e. Math, Science and English departments); teacher candidates and alumni.

The following evidence of their involvement in this process includes HECAP Action Agendas, Action Agenda with specific departments, teacher candidate focus groups, and UCC forms (Component 5.5).

- 📄 2019-09-10 HECAP Meeting Action Agenda (1).pdf

- 📄 2020-02-11 HECAP Meeting Action Agenda (2).pdf
- 📄 Copy of 2020-11-11 HECAP Action Agenda.pdf
- 📄 Copy of October 8, 2019.pdf
- 📄 Copy of December 18, 2019.pdf
- 📄 Copy of Math Department_Action Agenda_05-11-2020 (1).pdf
- 📄 Math Department_Action Agenda_06-22-2020.pdf
- 📄 Primary Education Program -catalog-change-submission-form.pdf
- 📄 Middle Childhood and AYA Education Programs -catalog-change-submission-form.…
- 📄 Heidelberg University Mail - Student focus group.pdf
- 📄 Curriculum Revision Student Focus Group Sign-in sheet 2-25-20.pdf
- 📄 Curriculum Revision Student Focus Group Notes 2-25-2020.pdf
- 📄 Curriculum Revision Student Feedback 2-25-2020 (1).pdf
- 📄 Redesign-student presentation .pdf
- 📄 Presentation to student focus groups 2-25-2020.pdf
- 📄 EDU 310 Introduction to Concept and Research Methods new-course-proposal-for…
- 📄 EDU 320 Introductory Conceptual Methods and Research for Primary Educators.pdf
- 📄 EIS 381 Assessment and Grading for Equity in Education new-course-proposal-fo…
- 📄 MTH 203 Q Course Proposal Form (1).pdf
- 📄 MTH 203 Secrets of Sacred Geometry.pdf
- 📄 MTH 203 Secrets of Sacred Geometry.pdf
- 📄 Copy of CAEP K-6 Standard 2_ PEL Science.pdf
- 📄 Copy of CAEP K-6 Standard 2_ PEL Science.pdf
- 📄 February 21, 2020 EDU and Science Meeting.pdf

Tracking the Impact of Curriculum Changes

Education Core Revisions and EIS 281: Assessment and Grading for Equity in Education (Component 1.3 / 1.4 / 3.1 /5.5)

One specific example of the use of stakeholder input in the first round of curriculum changes (Component 1.3 / 5.4 / 5.5) is the use of completer data to inform the creation of a new assessment course: EIS 281: Assessment and Grading for Equity in Education. Prior to the development of the new course, only ISP candidates had a three-hour full-semester course specific to assessment in year two or three of their program of study. All other candidates across the licensure programs took a two-credit hour course within their student teaching block.

Statement 7 of the Completer Survey from the Ohio Department of Higher Education (CAEP Measure 4, results found in Annual Performance Report on our website https://www.heidelberg.edu/academics/programs/the-schools/school-of-education) is:

> 7. *"My teacher licensure program prepared me to use assessment data to inform instruction."*

Our 2017, 2018 and 2019 data indicated assessment as an area for improvement for Heidelberg's EPP curriculum revisions. This data not only places us below the state average, but indicates a decline from 2017 to 2019 (Component 5.4).

Academic year	Total Survey Responses	Survey Response Rate	Heidelberg Average	State Average
2017	22	100%	3.32	3.48
2018	27	96.43%	3.26	3.46
2019	22	100%	3.18	3.47

Our EdTPA 2017-2020 data specific to Task 3: Assessing Student Learning provided additional data for making assessment as an area for curricular improvements.

Reporting Year	Task 3
2016/2017	2.60
2017/2018	2.95
2018/2019	2.63

This data was first discussed in initial curriculum revision meetings as an EPP faculty and shared with HECAP members during our September 10, 2019 meeting along with other curriculum revision proposals. Following the meeting, member and alumna Enya Grenados sent a follow up email stating that Heidelberg's EPP did not prepare her well in the areas of assessment and differentiation (see post meeting notes).

> Evidence:
> - 📄 2019-09-10 Post Meeting notes-Enya Granados (1).pdf
>
> - 📄 2019-09-10 HECAP Meeting Action Agenda (1).pdf
>
> - 📄 EIS 281 Assessment and Grading for Equity in Education new-course-pro…

As an EPP, Heidelberg models backwards design and yet realized that our curriculum specific to assessment courses did not align. EIS 281 now provides a full semester course for non-ISP candidates and is placed within teacher candidates' sophomore year to better reflect backwards design and foster equity. Implementation of EIS 281 began Fall 2020.

Data collection documentation timeline for EIS 281
Outcomes will be measured in alignment with state averages in Ohio on the completer survey (statement 7) and with our target outcome of an average score of 3 for Task 3 of the EdTPA.

Completer Survey data statement 7	Summer 2022 Summer 2023 Summer 2024	Review of data and stakeholder involvement Fall 2022 Fall 2023 Fall 2024 Heidelberg EPP, HECAP
EdTPA Task 3	Summer 2022 Summer 2023 Summer 2024	Fall 2022 Fall 2023 Fall 2024 Heidelberg EPP, HECAP

Math Education Revisions and MTH 203 (Component 1.3 / 1.4 / 3.1 /5.5)

One specific example of the use of achievement data in the second round of curriculum changes (Component 1.3 / 5.4 / 5.5) is the use of OAE scores to inform the creation of a new geometry course: MTH 203: Sacred Geometry. EPP faculty representatives met with faculty from the Math department in the 2019-2020 and 2020-2021 academic years. Action agendas

from these meetings demonstrate these internal stakeholders were actively involved in aligning the curriculum to CAEP and NCTM standards, as well as OAE Math content tests. One need that was identified based on assessment data was the need for a geometry course for multiple licensure areas. Additional changes to the math education curriculum are still being discussed between EPP and MTH faculty and administrative representatives.

- 📄 Copy of October 8, 2019.pdf

- 📄 Copy of December 18, 2019.pdf

- 📄 Copy of Math Department_Action Agenda_05-11-2020 (1).pdf

- 📄 Math Department_Action Agenda_06-22-2020.pdf

- 📄 MTH 203 Secrets of Sacred Geometry.pdf

- 📄 MTH 203 Syllabus.pdf

Data collection timeline for MTH 203 following implementation of course in the Fall of 2021

Data Source	Academic Year	Data Timeline and involved stakeholders
OAE Mathematics (027) Domain 3	2021-2022 2022-2023 2023-2024	Summer/Fall 2022 ● EPP faculty ● MTH faculty Summer/Fall 2023 ● EPP faculty ● MTH faculty Summer/Fall 2024 ● EPP faculty ● MTH faculty

The evidence above also shows discussions specific to TAG courses (Transfer Assurance Guide Courses) that align to other community colleges, colleges and universities within the State of Ohio and allow the easy transfer of courses from one institution to another. Aligning our math education curriculum to TAG courses supports transfer students to Heidelberg from both community colleges and other universities, supporting one of our EPP's recruitment goals specific to the shortage of math educators in Ohio and nationally (component 3.1).

PreK-5 Transition and Science Curriculum Alignment (1.3 / 1.4 3.1 / 5.5)

The transition from PreK-3 to PreK-5 for our early childhood candidates raised questions specific to ensuring these candidates have strong content knowledge. EPP faculty representatives met with faculty from the Science department to assure our early

childhood/primary candidates were taking content specific courses that aligned to CAEP K-6 standards and the Ohio Department of Education Science Standards for PreK-5. With the science faculty we discussed which of their courses most matched the content knowledge required. An alignment chart was developed demonstrating what standards our candidates' education courses covered, discussed gaps and OAE content test domains. The science faculty shared the course syllabi for courses under consideration and it was determined at the time that students would be able to select from GEO 101, BIO 110, or ENS 101 (syllabus not provided). See Primary 4 Year Map. These courses were determined to most align to the standards at this time. The intent is to return to this discussion with the science department upon the release of the new OAE Primary Test for PreK-5 licensure candidates once it is released in Ohio.

- 📄 February 21, 2020 EDU and Science Meeting.pdf

- 📄 Copy of CAEP K-6 Standard 2_ PEL Science.pdf

- 📄 BIO 110, SP21, Boehler.pdf

- 📄 GEO 101, Fa 18, Berger.pdf

- 📄 CHM 103L_SyllabusF18.pdf

- 📄 (PEL) Primary Education 2-1-21.pdf

Community Partnerships; Recruitment and Retention; and Diversity, Equity, Inclusion and Civic Responsibility 5 year initiative (Components 2.1, 2.2, 3.1, 5.5)

Heidelberg University is a small, liberal arts university in central Ohio with the majority of students coming from within a 100 mile radius of Tiffin, OH. As an EPP, we see our size and location as strengths enabling us to build strong roots and relationships with the community while at the same time, challenging social norms and building the capacity for educational innovation. Our size has also proven to be a double-edged sword. In the 2014-15 academic year our EPP had eight full time faculty. Due to faculty finding new job opportunities and retirements, four full time faculty have left Heidelberg University since 2014, with some faculty positions not being replaced. We currently have five full time faculty: two of whom have been at Heidelberg more than five years and less than 10; two of whom have been at Heidelberg five years or less: and one new hire. In addition, all faculty take on additional roles within the department as well as the university. For our EPP, this means we need to be strategic and intentional about how to focus on our community partnerships, recruitment and retention efforts, and on our current five year initiative specific to diversity, equity, inclusion and civic responsibility. In addition, it was crucial that we aligned our work to the university-wide prioritization process and strategic action planning. As an EPP we have to be innovative and find ways to combine these three crucial components, university initiatives and build on our own strengths, while recognizing our limitations with our size.

Below find how we have done this in collaboration with crucial stakeholders including:
- HECAP

- Heidelberg University Faculty
- Heidelberg Admissions
- Prioritization committee and Heidelber administrators
- Partnership School districts

In collaboration with partners and stakeholders in 2019-2020, Heidelberg's EPP prioritized Diversity, Equity, Inclusion and Civic Engagement (please note: civic engagement was added in Spring 2021 following certain events in January). As an EPP we began to develop a five year action plan focused on targeted goals specific to our areas of improvement, but also building on initiatives and work that was already in progress within our EPP.

The focus was on:
- Recruiting teacher candidates from a a broad range of backgrounds and diverse populations;
- Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM;
- Diversify EPP faculty;
- Establishing effective partnership that would provide diverse clinical experiences for teacher candidates;
- Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our teacher candidates for the diversity of America's P-12 students

Heidelberg Prioritization and Strategic Action Plan

In the 2019-2020 academic year, Heidelberg University underwent a prioritization process that required all programs to provide recruitment, retention and graduation metrics with 1, 3 and 5 year targets and goals with alignment to program outcomes. In addition, all programs were required to articulate objectives, define one and three year action items in alignment to metrics, and identify key faculty and other stakeholders responsible for meeting stated objectives. Our EPP prioritization report and strategic action plan demonstrates how we built on established community partnerships to support our recruitment, retention and diversity, equity, inclusion and civic responsibility 5 year plan.

📄 HU SAP TEMPLATE -- EDUCATION.pdf

📄 HU SAP TEMPLATE -- EDUCATION page 2.pdf

Building on our EPP's Community Partnerships to support Recruitment/Retention and Diversity, Equity, Inclusion and Civic Engagement 5 year initiative (1.5 / 2.1 / 2.2 / 3.1 / 5.5)

As mentioned above, it was crucial that as an EPP we recognized the capacity of our small faculty, but also saw the possibility and potential to build on established community partnerships and initiatives as a tool for recruitment and retention and begin work on our Diversity, Equity, Inclusion and Civic Engagement Initiative. The following provides evidence of the EPP's work aligned to CAEP components and the defined goals of our diversity, equity, inclusion and civic engagement 5 year initiative.

HUCTM
Heidelberg University Council of Teachers of Mathematics (Component 1.4 / 1.5 / 2.1 / 2.2 / 3.1 / 5.5)
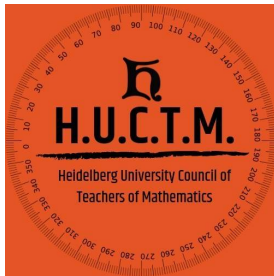
Heidelberg University's Council of Teachers of Mathematics (HUCTM) is a student affiliate of the Ohio Council of Teachers of Mathematics. This co-curricular student group strives to be a distinguished team of inspiring mentors who lead empowering, engaging, and memorable mathematical learning experiences for communities seeking to create high-energy, positive learning environments.

As a student-led organization, HUCTM actively engages EPP teacher candidates across licensure programs (our key stakeholders) in the community and supports an evidence-based, innovative model for math education. The work of HUCTM is shared with the larger public via social media and their external website. Both provide evidence of community outreach, student engagement, Math Camps, a virtual summer camp, involvement in the Ohio Council of Teachers of Mathematics (OCTM) and professional conferences, virtual game nights (for teacher candidates and prospective students) and virtual guest speakers (components 1.4/ 5.5).

See the following links to the public website and facebook pages for HUCTM (Component 5.5):
https://sites.google.com/view/huctm

https://www.facebook.com/HUCTM

Building on Heidelberg's community partnership with Tiffin City Schools, HUCTM hosted a virtual summer camp for K-5 students July 20-31, 2020 via Zoom (components 1.5 / 2.1 / 5.5)

🗎 Tiffin Tall Tales Invitation Virtual Summer Camp 2020.pdf

To further develop professionally in regard to DEI, HUCTM established a lecture series that included the following speakers and topics during the 2020-2021 academic year (see invitations taken from public, social media links)

Heidelberg University Council of Teachers of Mathematics presents

FALL SPEAKER SERIES

Oct. 9, 2020 @10am- Conceptual Learning
Speaker: **Joe Boyle** *Social Studies Teacher at Waite High School*

Nov. 9, 2020 @7pm- Mathematics Is, and Must Be, for Everyone
Speaker: **Kim Yoak** *OCTM Executive Director*

Nov. 17, 2020 @7pm- Racism & White Privilege
Speaker: **Charles Bowman** *OCTM Director of Diversity & Inclusion*

**All speakers will be presented via Zoom

Heidelberg University Council of Teachers of Mathematics & University of Akron Council of Teachers of Mathematics presents

ZIPS TEACH MATH

SPRING SPEAKER SERIES

Mar. 11, 2021 @7pm- Multicultural Phenomena Based Teaching
Speaker: **Enya Granados** *Heidelberg University Alumna & AYA Educator*

Mar. 25, 2021 @7pm- Lebron James IPromise School Panel
Speakers: **Brandi Davis** *IPromise School Principal*
Dr. Susan N. Kushner Benson *University of Akron & IPromise School Liaison*

Apr. 21, 2021 @7pm- Intersection of Coaching & Teaching
Speaker: **Shaun Gunnell** *Heidelberg University Coordinator of Multicultural Student Affairs*

**All speakers will be presented via Zoom

The virtual speaker series in the 2020-2021 academic year

- provided online, professional development experiences for our teacher candidates;
- built upon and established community partners (i.e. March 25, 2021 event, Lebron James IPromise School Panel)
- engaged stakeholders in improving our students' experience during COVID (i.e. March 11, 2021 Enya Granados, Heidelberg alumna, AYA educator, and HECAP member and April 21, 2021 Shaun Gunnell, Heidelberg University Coordinator of Multicultural Student Affairs and HECAP member starting Spring 2021) and
- supported our Diversity, Equity, Inclusion and Civic Responsibility Initiative with topics on racism and white privilege (November 17, 2020) and Multicultural Phenomena Based Teaching (March 11, 2021). (components 2.1/ 5.5)

The primary evidence for the impact of HUCTM on our teacher candidates, the establishment of community partnerships, and involvement of key stakeholders can be seen at the above, public

links. For additional evidence demonstrating the involvement of our EPP teacher candidates, see the following HUCTM Action Agendas:

- 📄 February 8, 2021.pdf

- 📄 February 15, 2021.pdf

- 📄 February 22, 2021.pdf

The work of HUCTM establishes stronger community partnerships, involves teacher candidates in models of excellence, impacts K-5 students, and supports the retention of teacher candidates across licensure programs.

TEACH-n-STEAM Initiative - Teachers Engaging All Children in Science, Technology, Engineering, Art, Math (Components 2.1 / 3.1 /5.4 / 5.5)

Vision Statement
"To cultivate a culture of pedagogical inquiry that empowers educators to innovate educational systems through STEAM"

Mission Statement
"Inspiring learner voice and choice to transform, innovate and create an awesome world" #awesomeness" (written by participating K-5 teachers)

TEACH-n-STEAM, initiated in the fall of 2018, is a collaborative initiative between Heidelberg's EPP and Tiffin City Schools to promote excellent teaching and optimize students' learning experiences through STEAM. While STEM/STEAM educational initiatives often focus on middle and AYA students, TEACH-n-STEAM targets K-5 educators in order to make the most significant impact on student learning. This builds on research that states that students' aspirations for the STEM/STEAM areas are largely formed by the age of 10-14 and that SEM/STEAM curriculum in public schools has the greatest impact at the elementary level (Daugherty, Carter, & Swagerty, 2014, 46). In addition, while the push is for more females in STEM/STEAM areas, women make up only 28% of the workforce in STEM/STEAM. TEACH-n-STEAM believes that building elementary educators' (77% female) understanding,

implementation and modeling of STEAM fields in the K-5 classroom will help develop stronger STEAM identities in K-5 students, and specifically impact female students (component 2.1).

See list of 2019-2020 educators:
📄 TEACH-n-STEAM 2019-2020 contact information.pdf

For the 2018-2019 academic year TEACH-n-STEAM worked with eight K-3 educators with the support of a Martha Holden Jennings grant. For the 2019-2020 academic year Heidelberg's EPP was awarded an additional grant by Martha Holden Jennings that allowed us to work with 17 K-5 educators that included one art teacher, two music teachers and a building librarian. Seventeen of the 18 participants were female. The grant provided the funds to involve Heidelberg internal stakeholders specific to the arts and technology in PD opportunities (2019 Summer Institute and throughout the 2019-2020 year), David Cotter and Stephen Svoboda (Heidelberg School of Music and Theater) and Rebecca Frank (Heidelberg, Instructional Technology). An additional faculty-student summer research grant provided the opportunity for a rising senior early childhood candidate to participate in workshops, collect and analyze data, and engage in research writing. The collaboration between internal stakeholders (faculty/staff outside of EPP and a teacher candidate) further supported evidence-based professional development and K-5 curriculum.

TEACH-n-STEAM (2019-2020):
- Impacted K-5 students through the development and implementation of STEAM units;
- Involved key stakeholders (mentor teachers, teacher candidates, Heidelberg faculty, educational field - AAC&U conference) to help improve K-5 experiences and promote 21st century teaching, learning and innovation (component 5.5);
- Supported high-quality clinical experiences for 2020 early childhood candidates (11 of our early childhood candidates were placed in TEACH-n-STEAM classrooms for the 2019-2020 academic year). Two of the 11 gained employment in STEAM focused educational settings; (component 2.3)

Due to the stress of COVID and all of the needed transitions, focused professional development and ongoing support did not occur during the 2020-2021 academic year specific to TEACH-n-STEAM. Informal zoom sessions occurred Fall 2020 and Spring of 2021 and early childhood candidates were placed in TEACH-n-STEAM classrooms for the 2020-2021 year. Plans are being made for the upcoming academic year to sustain and build the capacity for STEAM and innovation in K-5 classrooms. Data analysis, research and dissemination of the outcomes of TEACH-n-STEAM still needs to be completed. Qualitative data and results were presented to Heidelberg faculty and staff at our spring faculty forum (Spring 2020) and virtually at the AAC&U Conference (Fall 2020)

📄 They Can't Teach What They Haven't Experienced (1).pdf

📄 AAC&U Copy of Final Submission proposal.pdf

HUCTM, TEACH-n-STEAM and Recruitment

Enrollment data from Heidelberg's EPP Title II reporting (CAEP Measure 6) shows a pattern of low enrollment of diverse candidates (race and gender) from 2014-2019. Gender diversity of Heidelberg teacher candidates (2014-2019): Female 78%; Male 22%. Ethnic and racial diversity

from 2014-2019): Hispanic/Latino 1%; White 93%; Black or African-American 4%; two or more races 3%. The ethnic and racial diversity of Heidelberg candidates does not reflect national education statistics and changes in the demographics from 1999-2000 to 2015-16 that saw a decline in teachers who were White from 84% to 80%. There was also a decline in the number of Black or African-American teachers from 8% to 7%. Heidelberg's EPP falls far below that statistic with only 4%. In addition, the number of Latino/Hispanic teachers in 1999-2000 was 6% and rose to 9% in 2015-16. Heidelberg falls below this percentage with only 1%.

The EPP shared the Completer data (CAEP measure 4) and Title II (Measure 6) with HECAP board members (September 10, 2019), alumni who obtained positions in diverse, minority districts, and admissions as a starting point.

- 📄 2019-09-10 HECAP Meeting Action Agenda (1).pdf

Heidelberg's EPP used HUCTM and TEACH-n-STEAM as a starting point for developing a strategic recruitment plan with stakeholders and in line with the prioritization process and strategic action plan. These two EPP initiatives directly align to data on field shortages. The Nation as well as the State of Ohio list teacher shortages in Middle and AYA licensure areas. Recruitment efforts for Science and Math Educators are nationwide. The U.S. Department of Education Office of Postsecondary Education has reported annual teacher shortage areas by State since 1990. Data for the State of Ohio has shown shortages not only in Science and Math, but also English Language Arts and Social Studies. Our EPP graduation rates reflect this long term shortage with low numbers of graduates in both Middle and AYA in comparison to Early Childhood Education graduates. The EPP is using the Department of Education data on teacher shortages and our graduation data to develop a recruitment plan that supports diversifying our student demographics and targets shortage fields in licensure specific content areas. Our EPP involved HECAP, internal faculty members (Science, English, Math, Theater), teacher candidates and admissions in this process (component 5.5)

To begin, the EPP worked with marketing and admissions to develop two recruitment days, one MATH and one STEAM focused and involved cross-campus collaboration. Marketing was targeted on diverse districts and teacher candidates, including students from STEM designated schools in Ohio. Additionally, data from OAE (Ohio Assessment for Educator) Content test scores were shared and discussed with the Math, Science and English Department to meet the needs of these licensure specific requirements and develop strong programs across campus. (component 3.1/3.2)

Evidence of these meetings with marketing and admissions:
(component 5.5)

- 📄 20190726 - Polly Cooper.pdf

- 📄 20190804 - HU EPP Recruitment Plan.2.pdf

- 📄 20190809 - Rachel Hiser.pdf

- 📄 20190809 - Rachel Hiser.pdf

- 📄 20190911 - HU EPP Recruitment Plan.4.Brady Gibson.pdf

- 📄 Fantastical STEAM Day at Heidelberg University.pdf

- 📄 Fantastical STEAM Preview Day - March 27, 2020.pdf

Section from recruiting plan 2019-2020 and evidence:

📄 Recruiting Plan Rationale (1).pdf

Action Item 1: The Heidelberg University School of Education began intentionally working with the Heidelberg Admissions team during the summer of 2019. This partnership resulted in developing and hosting a Collegiate Math Camp Preview Day in October, 2019. This Camp was hosted by a Heidelberg University student lead group, the Heidelberg University Council of Teachers of Mathematics (HUCMT) Math Camp Mentorship Team.
Action Item 2: This event led to the January, 2020 development of the Recruitment on the Road team made up of ten teacher candidates ranging from first to third year students in a variety of disciplines. This team began their work in reaching out to area high schools, including the Sentinel Career Center.
Action Item 3: Heidelberg EPP in collaboration with admissions and the Theater, Science and English Department planned a Fantastical STEAM Preview Day for March 27, 2020. This event was cancelled due to COVID.

Continued efforts: The 2020-2021 academic year proved difficult in terms of recruitment due to COVID restrictions and many unknowns. In alignment with the above recruiting efforts, we began to develop our Diversity, Equity, Inclusion and Civic Responsibility 5 Year Action Plan focused on:

- Recruiting teacher candidates from a broad range of backgrounds and diverse populations
- Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM
- Diversifying EPP faculty
- Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates
- Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

We revisited this with HECAP on May 25, 2021 and followed up with a Google survey for additional feedback and interest in being a member of a subcommittee focused on these efforts (we do not have enough surveys returned to provide data at this time). Additional surveys will be sent to Heidelberg EPP graduates for feedback and data to inform this 5 year initiative in alignment with our prioritization report and strategic action plan.

- 📄 2021-05-25 HECAP Action Agenda (1).pdf

- 📄 Diversity, Equity, Inclusion and Civic Responsibility 5 Year Plan and Steering Sub-…

Heidelberg EPP Expands Community Partnerships: Grant with Fremont City Schools (Components 3.1 / 5.4 / 5/5)

As the result of a program prioritization process begun at the university-level in early 2020, the Heidelberg EPP developed a strategic action plan focused on continuous improvement. A key objective in the plan is to increase the number of teachers of color in the field of education. Action steps included establishing a partnership with Fostoria City Schools, but after several meetings beginning on November 4, 2020, the partnership was tabled due to the district's involvement in working on grants with other community groups.

On January 29, 2021, however, a meeting with administrators from another regional school district, Fremont City Schools, was much more fruitful. The district is taking a grow-your-own approach to diversifying their workforce and reached out to the EPP for help. The two entities' shared objective of increasing the number of teachers of color was a primary contributor to the successful collaboration on a state grant to start an Educator Rising (ER) chapter in the district. Activities funded by the $12,000 grant include recruitment of middle school students through a two-week summer Math Camp experience, establishment of a middle school ER chapter and coordination of the chapter with a Classroom to Careers program at the high school level.

Evidence of the impact on students involved in partnership activities include micro-credentials that they earn through the ER curriculum as well as pre-and post test scores on measures of student achievement and problem-solving ability. More specific information regarding partnership activities is included in the grant application submitted along with this narrative.

📄 Fremont City Schools and Heidelberg EPP Grant.pdf

Conclusion

The Heidelberg EPP recognizes that our EPP did not demonstrate how we used evidence and data to inform program changes (Component 5.4/AFI) and no evidence of how we involved diverse stakeholder involvement in our continuous improvement process (Component 5.5/stipulation) during our previous self study visit (2019). The above narrative demonstrates the work of our EPP (2019-2020) with evidence of stakeholder involvement in program evaluation, improvements and models of excellence.