

## **Component 5.4 and 5.5: Program Changes and Improvements Table Provider Quality Assurance and Continuous Improvement**

The provider, Heidelberg's Education Preparation Program in collaboration with HECAP (Heidelberg Educators Community Advisory Partnership), Heidelberg faculty, teacher candidates, alumni, mentor teachers, school administrators, and community partners reviews our program, policies, data from multiple measures, state and national initiatives to make the necessary changes needed to improve the quality of our program across our licensure programs. These collaborations support the provider, Heidelberg EPP, to create action items, goals and changes to enhance our program, test innovations and research, and improve our impact on PreK-12 student learning, development and outcomes. Some of the changes we make with our stakeholders are based on external factors (i.e. changes in state licensure programs), others are made specific to review of EPP data, review and analysis of key, program and course level assessments. The following is a list of data-driven changes, action items and documentation of changes made in collaboration with stakeholders specific to components 5.4 and 5.5.

### **Heidelberg EPP Targeted Program changes and improvements**

Component 5.4: AFI required

*The EPP provided limited evidence of program changes and modifications that are directly related to evidence/data with specific examples*

Component 5.5: Stipulation required

*The EPP provided no evidence of diverse stakeholder involvement for program improvement*

A complete narrative summary of the program changes and improvements made by Heidelberg's EPP in the Standard 5.4/5.5 Program Changes and Improvements Narrative document

Program Element/ Process	Data/ Evidence/ Initiatives/ Information used to make informed decisions	Reviewed by/Stakeholder involvement	Changes/modifications Implemented	Evidence/Documentation of changes/modifications	Timeline of data collection/evidence / documentation
<p><b>Stakeholder involvement :</b></p> <p><b>Formation of HECAP (Heidelberg Educators Community Advisory Partnership)</b></p> <p><b>CAEP 5.4 / 5.5</b></p>	<p>Our 2019 self study and FFR provided data demonstrating very low participation rates and involvement of diverse stakeholders in the ongoing work of our EPP and program improvement. While multiple attempts and formats were used to engage stakeholders ranging from in person meetings, Google Meets and Google Surveys, we did not have stakeholder involvement (for example, Google Meet and Survey was sent out to 216 stakeholders, 11 responded/participated, 5% participation rate;</p>	<p>EPP faculty, Heidelberg Faculty from multiple departments, the Director of Academic Assessment and Effectiveness at Heidelberg,</p>	<p>In August of 2019 the EPP worked collaboratively to develop HECAP and recruit invested stakeholders in Heidelberg and our EPP. 24 members were invited including teacher candidates, alumni, mentor teachers, school administrators, internal faculty, and external community members.</p>	<p>Attendance data from HECAP Action Agendas (meeting minutes): September 10, 2019, 71% attendance rate (17/24); February 11, 2020, 63% attendance rate (15/24); November 11, 2020, 24% attendance rate (12/24); and May 25, 2021 48% attendance rate (10/21)</p> <p>HECAP Action Agendas (meeting minutes) from 9/10/2019; 2/11/2020; 11/11/2020; 5/25/2021.</p> <p>HECAP membership list/attendance</p> <p>Copy of HECAP Guide</p> <p>ODE Advisory committee guidelines</p> <p>HECAP meeting slides</p>	<p>Meetings held every third Tuesday of November and third Tuesday of May</p> <p>Action Agendas and correspondence</p> <p>Review of possible data: OAE scores, EdTPA, entry level GPA, CPAST and Pre-CPAST dispositions</p>

	<p>HSE Council meeting invited 109 mentor teachers and principals, 5 attended, 4.6% participation rate.</p> <p>ODE Advisory committee guidelines were used to further support HECAP guidelines</p>				
<p><b>Heidelberg EPP website (CAEP 5.4/5/5)</b></p>	<p>Prior to 2019, our website provided evidence of all CAEP measures and supporting data, but was not accessible or organized for the general public. It consisted of a single link to a single document consisting of many data tables.</p>	<p>General public, prospective candidates, Heidelberg EPP, HECAP, Marketing, HLC (Higher Learning Commission), CAEP</p>	<p>Our EPP website redesign began in the spring of 2020 and included organizing externally benchmarked data (i.e. completer data, OTES, licensure exam data) specific to all 8 CAEP measures in an organized more accessible manner for the larger public.</p>	<p>Timeline and documentation of changes, additions, improvements to website</p>	<p>Minimally, website revisions every April and throughout the summer months, May through July to assure the latest data is available to the public.</p>
<p><b>EPP curriculum: New Course Development</b></p> <p><b>CAEP 1.3/1.4/ 3.1 / 5.5</b></p>	<p>Completer data: 2017/18/19 data specific to statement t 7: <i>"My teachers licensure program prepared me to use assessments data to inform instruction"</i> placed</p>	<p>Heidelberg EPP, teacher candidates, Heidelberg UCC (University Curriculum Committee), HECAP</p>	<p>Development and approval of EIS 281: Assessment and Grading for Equity in Education (Spring 2020)</p> <p>Implementation Fall 2020 (every semester course, for all non-ISP candidates)</p>	<p>UCC new course proposal form and approval</p> <p>Completer data, statement 7 (Summer 2022/23/24)</p> <p>EdTPA task 3 (Summer 2022/23/24)</p>	<p>Review of data by EPP/HECAP</p> <p>Fall 2022/23/24</p> <p>Completer target: state average</p> <p>EdTPA target: 3 average for Task 3</p>

	<p>us below state average and showed an annual decline</p> <p>EdTPA 2017/18/19 Task 3 consistently lowest task and below our target average of 3</p>				
<p><b>EPP Curriculum</b></p> <p><b>Middle/ AYA Math licensure program and new course proposal</b></p>	<p>CAEP, NCTM and OAE Test data reviewed to assure alignment, identify patterns or gaps (Geometry)</p>	<p>Heidelberg EPP, Math Faculty</p>	<p>Course development, approval and implementation of MTH 203: Secrets of Geometry</p>	<p>MTH 203 will be implemented Fall 2021</p> <p>Added to Middle and AYA maps (Math licensure)</p> <p>OAE Mathematics (027) Domain 3 collected (2021-2022; 2022-2023; 2023-2024)</p>	<p>Data review by EPP faculty and Math faculty</p> <p>Summer/Fall 2022</p> <p>Summer/Fall 2023</p> <p>Summer/Fall 2024</p>
<p><b>Program Prioritization</b></p> <p><b>Recruitment and Retention</b></p>	<p>Recruitment data, retention and graduation rates, strategic action plan, EPP Title II reporting, Completer Data, field shortage data (state and national)</p>	<p>Heidelberg EPP, Admissions, HECAP, Heidelberg Administration</p>	<p>Development of recruitment plan in alignment with current initiatives and embedded in Diversity, Equity, Inclusion and Civic Responsibility 5 Year Initiative</p> <p>HUCTM and TEACH-n-STEAM Recruitment Plan: Education Preview Days - Fall 2019/Spring 2020 (cancelled due to COVID)</p> <p>Heidelberg recruitment plan with teacher candidates</p> <p>Grant with Fremont Public Schools</p>	<p>Subcommittee formed Summer 2021, Action agenda from meetings</p> <p>Recruitment/Retention/Graduation data and Strategic Action Plan: year 1, 2, 3</p> <p>Pre/Post measures (Grant)</p>	<p>Diversity, Equity, Inclusion and Civic Responsibility subcommittee</p> <p>HECAP</p> <p>Admissions</p> <p>Fremont Public Schools</p> <p>Heidelberg EPP</p>