



# Closing the Loop

2025

# Continuous Improvement through Data Analysis

During the 2024-2025 academic year, EPP faculty reviewed data through multiple touchpoints including formal Data Days, committee and team meetings, and external stakeholder discussions. Instruments included completer and employer surveys, first-year teacher surveys, program exit surveys, gateway assessments, and focus groups. Faculty were organized into data teams focused on learner development, instructional practice, content knowledge, and professional responsibility.

This year, the EPP placed an intentional emphasis on strengthen program assessments and tools to manage curriculum mapping and alignment.



# Improvement Initiatives

## **Interactive Assessment Calendar**

A more detailed assessment calendar now shows when data are collected, prepared, and reviewed so information is used intentionally throughout the year.

## **Central access to data & forms**

An online dashboard gives faculty and EPP leadership one place to view key assessment and survey results and important forms.

## **Program-level Assessment Matrices**

Program matrices now clearly list key assessments, when they occur, and where related data and evaluation tools can be found

## **Updated Field Placement Scope and Sequence**

The field placement scope and sequence was updated to clarify expectations and improve alignment across clinical experiences. Further clinical forms are now online and are easily accessible.

## **Shared curriculum resources**

Departments now maintain shared repositories with current syllabi, course descriptions, standards alignments, assignments, and field placement materials, helping faculty see how programs fit together and where adjustments may be needed.

## **Improved tracking in advanced programs**

Canvas portfolio courses were added for advanced programs to mirror BAPE in initial programs. This Canvas course provides a consistent place for candidates and faculty to manage required assessments and materials, even when experiences are not tied to a specific course.

# What's next?

In the year ahead, the EPP will:

- Design “Thrive” a First Year Teacher Mentoring Program with Advisory Board
- Launch an Advanced Standard 4 Case Study
- Update ACD Dispositions handbooks Initial & Advanced
- Launch Data Dashboard



# Summary

This academic year the EPP focused heavily on strengthening program assessments and curriculum mapping tools across all initial and advanced programs. This process allowed new faculty to become involved in key assessment refinement and alignment to updated program standards. The tools were created to allow faculty easy access to surveys, syllabi, scope and sequences and forms.

EPP initial faculty engaged in two targeted reviews: ATE's Billy Dixon Award and ILA National Recognition. These submissions engaged faculty in reflecting on growth areas while celebrating strengths.

## Innovations

In 2024-2025 EPP faculty co-authored a textbook for planning to be utilized in all initial planning courses. The text, *Commitment Based Planning* included voices from P-12 partners related to research based topics of effective instruction.

Further, the EPP engaged in a Character Education external audit in preparation for National School of Character.

In spring 2025, the EPP's ESEC program was selected as the Billy Dixon Distinguished Program in Teacher Education and was honored at the ATE spring 2025 conference.

