

**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Undergraduate**

**DEPARTMENT:**

Initial Licensure

**TEAM MEMBERS:**

Baese, Duncan, Evans, Gilbert, Hadder, Hampton, Krinks,  
 Medlock, Parker Peters

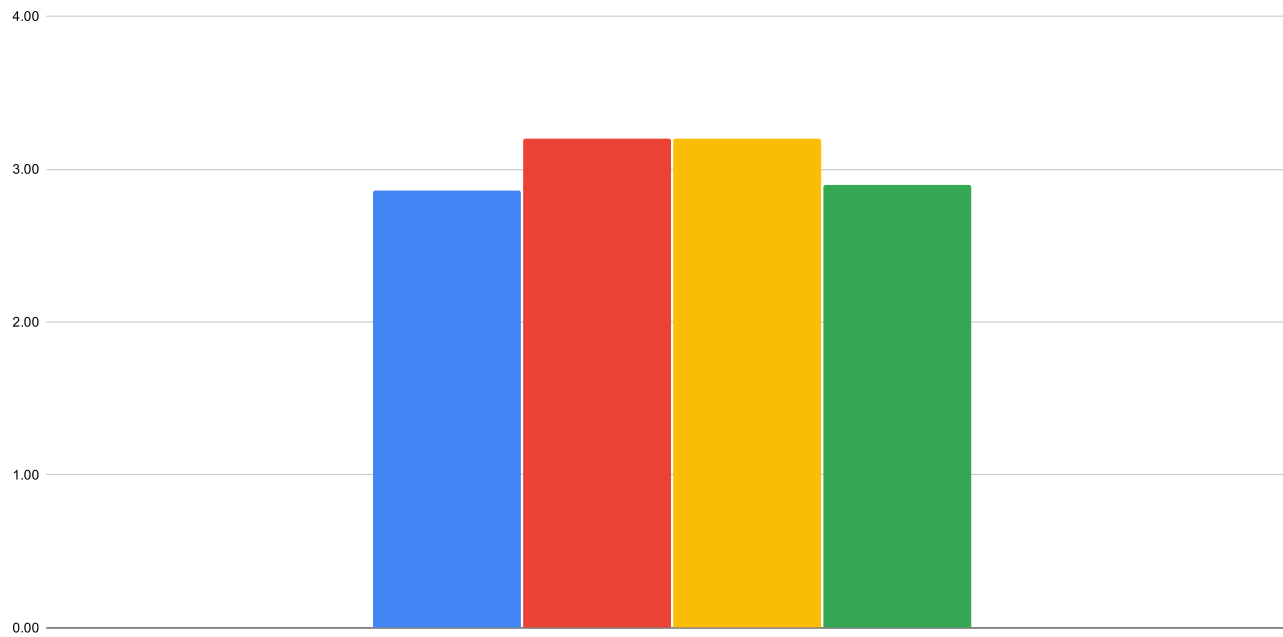
<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Candidates will write a lesson plan that meets the diverse needs of students and is able to be assessed for the effectiveness of instruction.	Baseline 2020 Content Pedagogy 2.8/4.0; Writing 3.5/4.0
<b>INDICATORS:</b>	<b>GOAL:</b>
Lesson Plan Rubric from ED 3649 Clinical Practice II; Fall 2022 switch to Unit Plan rubric	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis: The undergraduate faculty reviewed student performance and observed that scores decreased slightly. Content and Pedagogy dropped to 2.8/4.0, and Writing dropped to 3.571/4.0. This semester, all classes had to go online at mid-term due to COVID-19. Some experiences were lost as a result.</u></p> <p><u>Recommendation: Faculty plan to add more pedagogy skills training and will consider adjustments if online learning is warranted in future semesters.</u></p> <p><u>Analysis:</u></p> <p><u>Faculty were pleased that both Pedagogy (2.8 to 3.2) and Writing (3.5 to 3.6) scores increased (desired trend) this term.</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External	Lesson Plan Rubric from ED CP II course	Budget	Ongoing at thi time.	Candidate scores dropped this semester; scores will be monitored, and we anticipate growth in future semesters.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u></p> <p><u>Faculty were pleased that both Pedagogy (2.8 to 3.2) and Writing (3.5 to 3.6) scores increased (desired trend) this term.</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External		Budget		Candidate scores rose to 3.2/4.0 or stronger across all measured components. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u></p> <p><u>Both target areas remained 3.2/4.0, which is above the target of 3.0 (Proficient score on the rubric).</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External		Budget		Candidate scores in target areas were above 3.0/4.0. We anticipate continued success for candidates.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

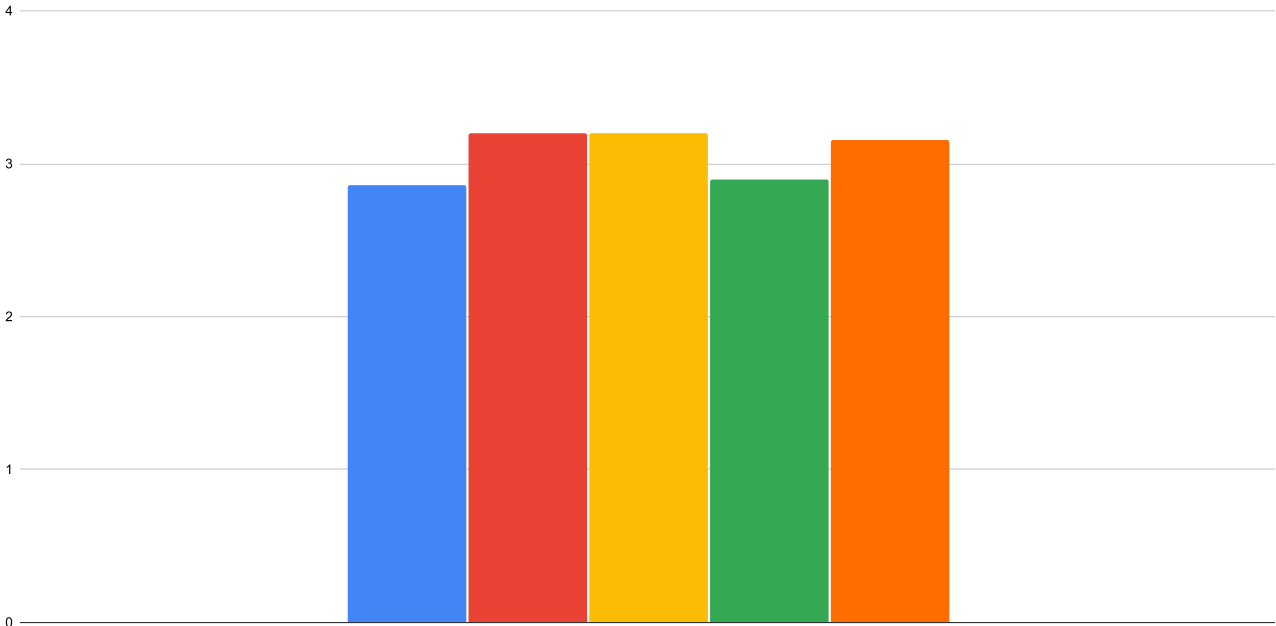
<p><u>Analysis:</u> Upon analysis, it was observed that the Pedagogy component decreased to 2.9/4.0 from 3.2/4.0. Pedagogy will remain a target area. Writing increased to 3.5/4.0 (desired trend).</p> <p><u>Recommendation:</u> Pedagogy will receive additional focus in the coming semester, with targeted feedback directed at this area.</p>	Internal and External		Budget		Candidate scores decreased in Pedagogy, below the target of 3.0/4.0. This area will continue to be a target area. We anticipate an increase in scores.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> When faculty analyzed key assignment data, they were pleased that Pedagogy rose from 2.9 to 3.158/4.0 (desired trend). Writing stayed above 3.0.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External		Budget		Candidate scores increased in Pedagogy, above the target of 3.0/4.0. We anticipate an increase in scores.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> To better prepare candidates for edTPA, the key assessment in CPII was changed to a Unit Plan. In this first iteration, candidates' mean scores ranged from 3.0/4.0 (Differentiated &amp; Responsive Instruction) to 3.67/4.0 (Writing of Unit Plan). All component mean scores were above 3.0 (Proficient).</p> <p><u>Recommendation:</u> Faculty will continue feedback and monitor data for trends.</p>	Internal and External		Budget		Candidate mean scores were 3.0/4.0 or stronger on average. We anticipate an increase in scores.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, it was observed that the Assessment Plan decreased to 2.5/4.0 from 3.19; and that Essential Questions decreased to 2.75/4.0 from 3.36. Overall component means were low from fall 2022 to spring 2023.</p> <p><u>Recommendation:</u> Faculty will continue feedback on all components and monitor data for trends.</p>	Internal and External		Budget		Candidate mean scores were 3.0/4.0 or stronger on average on most components. There are new Target areas of Assessment and Essential Questions. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> From the Key assignment data, faculty noted a downward trend for the components Knowledge, Skills, and Understanding and for Instructional Strategies. Both components had mean scores below 3.0 (goal) and will become target areas for the</p>	Internal and External		Budget		New target areas of Knowledge, Skills, and Understanding and Instructional Strategies have been identified. We anticipate an increase in scores.

### Content & Pedagogy Knowledge

■ Spring 2020 ■ Fall 2020 ■ Spring 2021 ■ Fall 2021

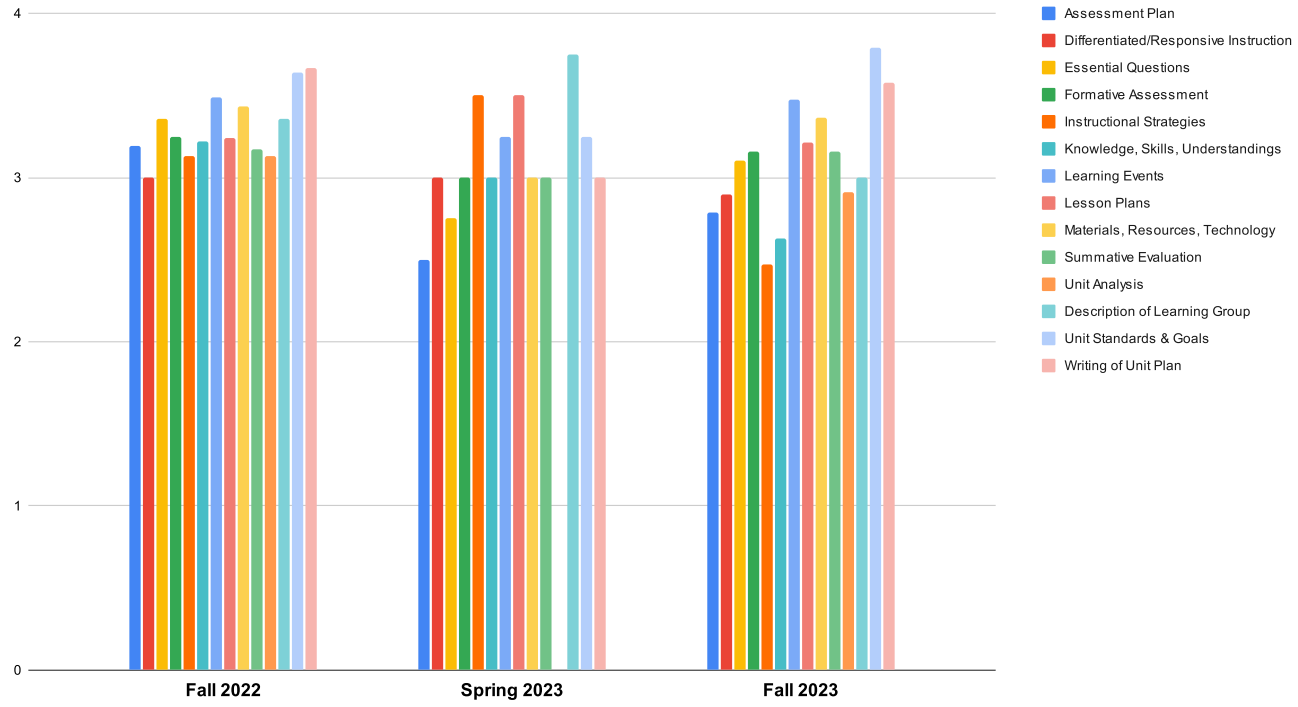


Writing of Lesson Plan



Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022

# Undergraduate Unit Plan



**LIPSCOMB UNIVERSITY**  
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**DEPARTMENT:**

Initial Licensure

**TEAM MEMBERS:**

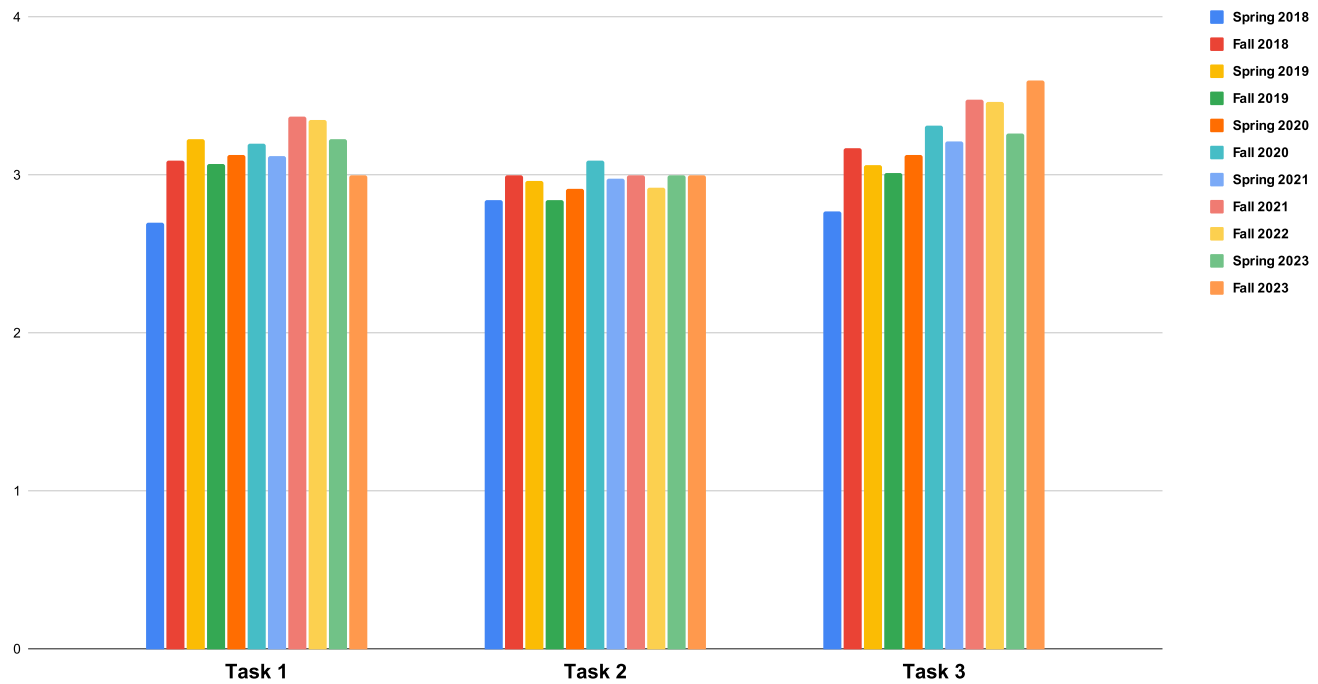
Baese, Duncan, Evans, Hadder, Hampton, Krinks, Medlock,  
Parker Peters, Tran

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Candidates will prepare a unit of instruction that is measured by pre- and post-testing to determine candidate's ability to impact student learning.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 edTPA 96% pass on first attempt
<b>INDICATORS:</b> edTPA Scores (pedagogy assessment required for licensure and graduation)	<b>GOAL:</b>

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis:</u> EdTPA scores on Tasks 1-3 rose on average (desired trend). Three candidates did not pass on the first attempt. Due to COVID-19, candidates had to complete virtual learning options, which may have impacted scores.  <u>Recommendation:</u> Faculty will continue concentrated edTPA support and will investigate virtual learning options if online learning requirements continue.	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	All but one student teacher passed by the second attempt. The one that did not pass on second attempt is petitioning her score. It is our goal to have all pass on the first attempt.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis:</u> <u>All student teachers passed edTPA on the first attempt this semester. Faculty were pleased that candidate mean scores on edTPA rose on all 3 Tasks (desired trend).</u>  <u>Recommendation:</u>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	Scores on edTPA rose on all Tasks, and all candidates passed on the first attempt. We anticipate continued success for our candidates.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis:</u> Upon analysis, faculty noted that scores dropped slightly across all edTPA tasks this semester. Due to COVID-19, many candidates experienced challenges with placements and virtual settings regarding edTPA completion.  <u>Recommendation:</u> Faculty plan to return to in-person settings for edTPA completion in the fall, which will allow candidates more supports for successful edTPA completion.	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	Scores dropped slightly across edTPA tasks. We anticipate an increase in scores.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p><u>Analysis:</u> Upon analysis, faculty were pleased that candidate edTPA scores rose across all 3 tasks (above 3.0 goal, desired trend).</p> <p><u>Recommendation:</u> We returned to in-person seminar support for edTPA and suppose that this supported candidate success. We will continue to offer in-person seminar as long as feasible.</p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	Scores increased across all 3 edTPA tasks. We anticipate continued success for candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> In this iteration, faculty noted that the Task 2 mean score dropped to 2.8. Task 2 will become an area of focus.</p> <p><u>Recommendation:</u> We have hired a dedicated edTPA coordinator who will be able to provide more concentrated time to all edTPA endeavors. She will provide more support for Task 2, in particular.</p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	We anticipate an increase in scores, specifically in Task 2.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Task 2 scores rose from 2.82 to 2.92 (desired trend). Candidate mean scores are still below 3.0 (Proficient) but are progressing. Task 1 and Task 3 scores are well above 3.0 on average.</p> <p><u>Recommendation:</u> The edTPA coordinator will continue to provide more focused feedback on Task 2 to support candidate success.</p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	We anticipate an increase in scores, specifically in Task 2.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty observed that there were no major increases in any of the three tasks. There was a slight decrease of from 3.23 from 3.46 in Task 3. Task 2 mean score is 3.0 (Proficient).</p> <p><u>Recommendation:</u> The edTPA coordinator will continue to provide more focused feedback on Task 2 to support candidate success.</p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until the state adopts edTPA as a requirement.	We anticipate an increase in scores, specifically in Task 2.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis revealed that Task 2 and Task 3 scores rose on average compared to last term (desired trend). Scores on Task 1 decreased, but not below the goal score.</u></p> <p><u>Recommendation: The edTPA coordinator will continue to provide elevated feedback on</u></p>	Internal and External	Unit Plan Rubric from Clinical Practice III	Budget	The Unit Plan will be a continual part of the program until	We anticipate continued success with edTPA.

## edTPA - Undergraduates





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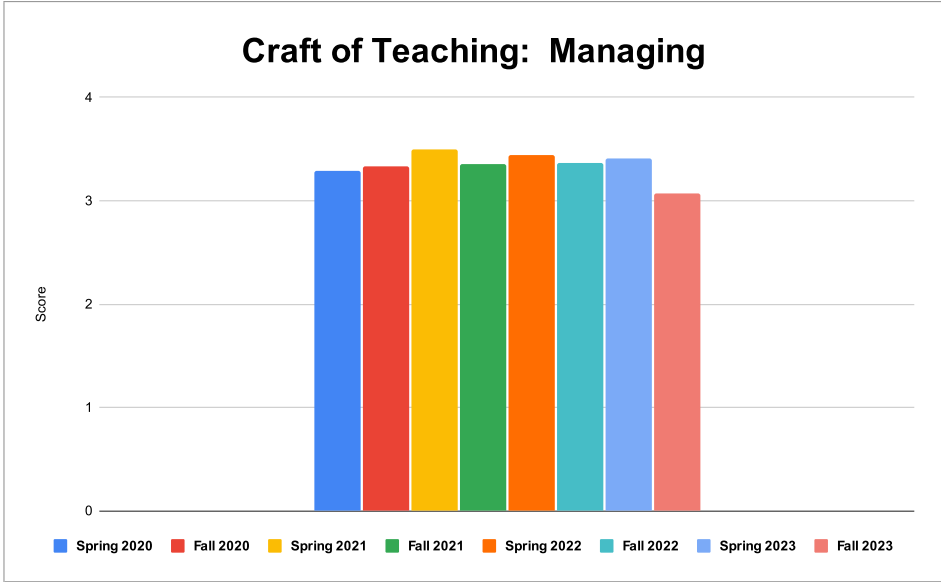
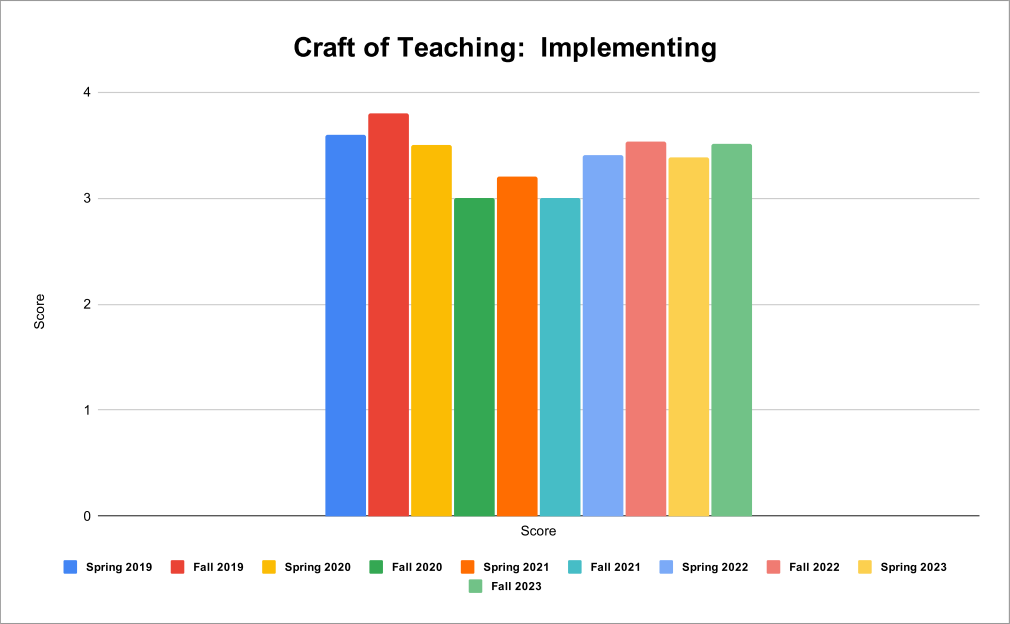
**TEAM MEMBERS:**

Baese, Duncan, Evans, Hadder, Hampton, Krinks, Medlock,  
Parker Peters

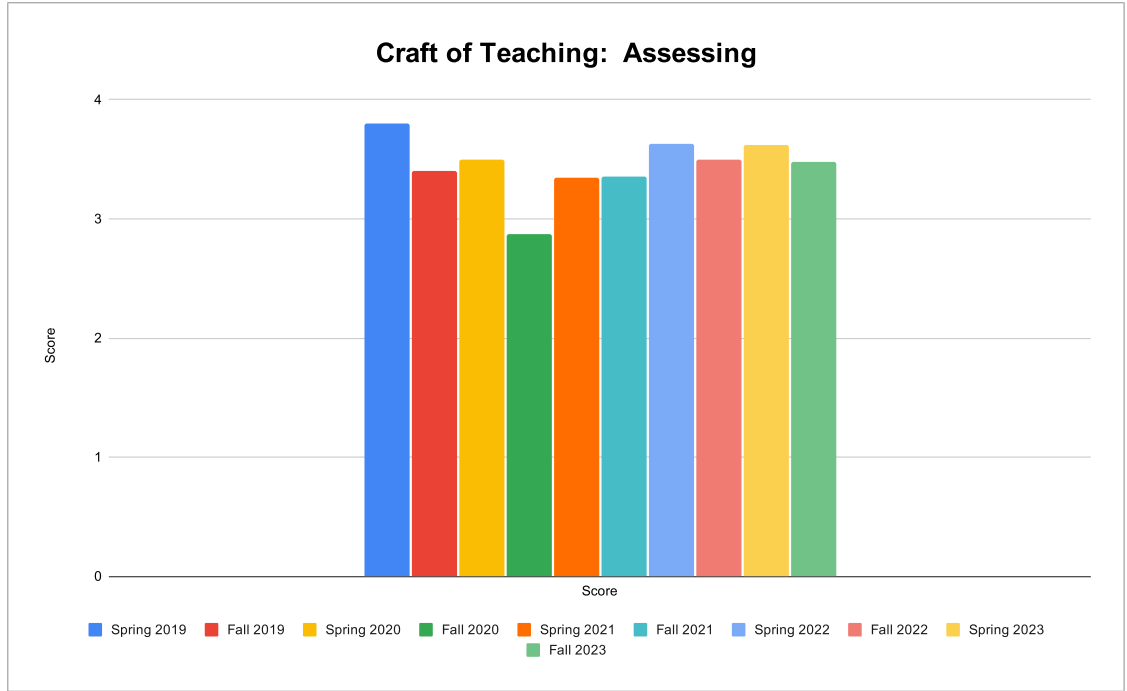
<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Candidates will show proficiency (Level 3 score on Rubric) in teaching strategies, establishing a positive learning environment, and assessment and evaluation of student learning (Craft of teaching)	Baseline: 2020 Managing Score on ST Evaluation Rubric = 3.5; Praxis pass rate = 100%
<b>INDICATORS:</b>	<b>GOAL:</b>
Craft section of Student Teaching Evaluation Rubric from CP III course and edTPA pass rate.	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis: Undergraduate faculty examined the key assignment performance and were pleased that scores in all measured components on the Craft area were rising with the exception of Managing, which dropped to 3.286/4.0. All but one candidate has passed edTPA; this candidate came within 2 points and is petitioning her score. Due to COVID-19, candidates that did not pass edTPA on first submission had to pursue virtual submission guidelines.</u></p> <p><u>Recommendation: Undergraduate faculty are redesigning the Clinical Placement courses' content, including management. In addition, if online learning continues, new methods for supporting edTPA will be explored.</u></p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis® II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Managing is a target area within Craft, as the score is below 3.5/4.0. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u></p> <p><u>All candidates passed edTPA on the first attempt. Scores in the Craft section of the Student Teaching Evaluation are above 3.0/4.0 in all areas (including Managing, which rose to 3.3/4.0, desired trend) except Assessing, which dropped to 2.8/4.0 and will be a Target Area.</u></p> <p><u>Recommendation: Faculty plan to spend more time on valid assessment practices.</u></p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis® II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates earned scores of 3.0/4.0 or stronger across components except for in Assessing. Assessment will be a new Target area. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u></p> <p><u>Due to COVID-19, candidates were permitted to take the edTPA or Praxis PLT to demonstrate pedagogical competencies. All candidates passed one of these exams. On the Craft section of the ST evaluation, all mean scores were 3.2/4.0, including the target area of Assessment (3.3/4.0)</u></p> <p><u>Recommendation:</u></p> <p><u>No changes planned at this time.</u></p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis® II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates earned mean scores of 3.2/4.0 or stronger across components. We anticipate continued success for candidates on this assignment.
Fall 2021					

Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> All candidates passed edTPA. On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis© II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates maintained their component scores to 3.0/4.0 or stronger across all components. We anticipate continued success for our candidates.
<b>Spring 2022</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> All candidates passed edTPA. On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis© II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates maintained their component scores to 3.0/4.0 or stronger across all components. We anticipate continued success for our candidates
<b>Fall 2022</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> All candidates passed edTPA. On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p><u>Recommendation:</u> The edTPA coordinator will continue to offer seminar intensives for candidates to support their progress through edTPA.</p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis© II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates maintained their component scores to 3.3/4.0 or stronger across all components. We anticipate continued success for our candidates.
<b>Spring 2023</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p>Upon analysis, faculty observed that 96% of the candidates passed edTPA on first attempt. One world language handbook candidate did not receive a passing score on first attempt. The candidate is being supported to retake edTPA for a best attempt score. Our average on World Language Handbooks align to the state and national average of 33/35.</p> <p><u>Recommendation:</u></p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis© II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates maintained their component scores to 3.3/4.0 or stronger across all components.  We anticipate continued success for our candidates. We anticipate an increase in pass rates in K-12 handbook areas.
<b>Fall 2023</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> On the Craft section of the student teaching evaluation (final), all component mean scores were 3.0/4.0 or stronger (desired score).</p> <p>Upon analysis, faculty observed that 100% of the candidates passed edTPA on first attempt.</p>	Internal and External	Craft section of Student Teaching Evaluation Rubric from CP III course Praxis© II Pedagogy Exams	Budget	The Praxis II Exams and Student Teaching Evaluation rubric will be a continual part of the program.	Candidates maintained their component scores to 3.2/4.0 or stronger across all components.  We anticipate continued success for our candidates on edTPA.

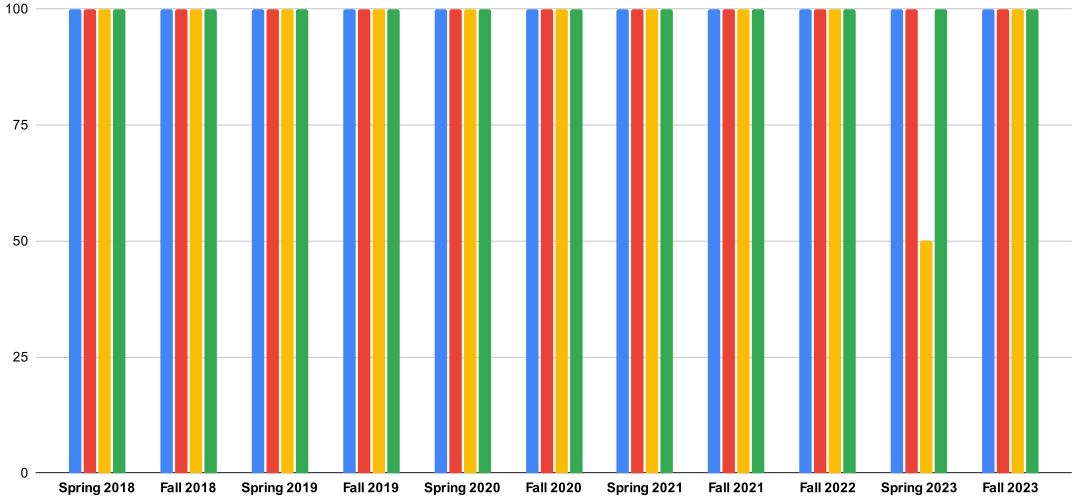


### Craft of Teaching: Assessing



# edTPA Pass Rate

Elementary Secondary K-12 SPED



**LIPSCOMB UNIVERSITY**  
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**Undergraduate**

**DEPARTMENT:**

Initial Licensure

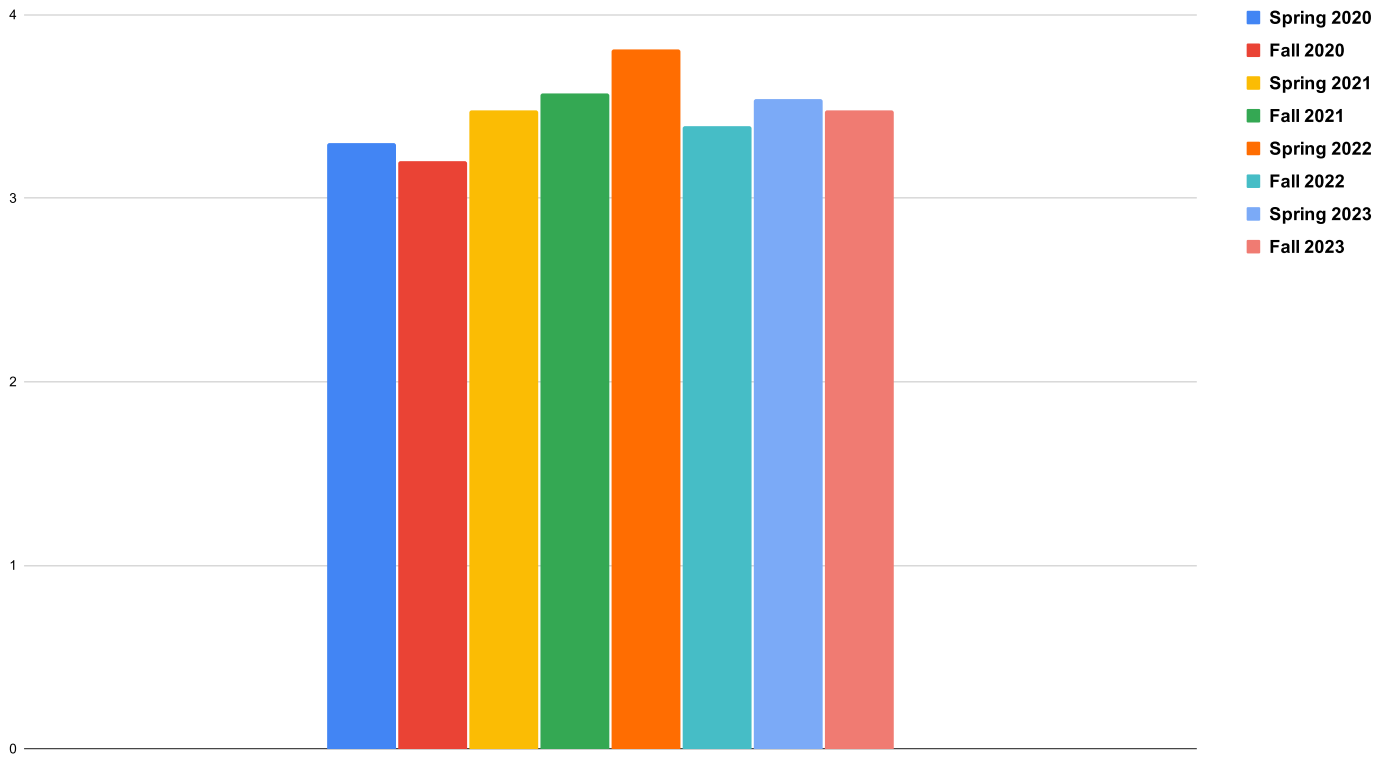
**TEAM MEMBERS:**

Baese, Duncan, Evans, Gilbert, Hampton, Krinks Medlock, Parker Peters

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Candidates demonstrate proficiency (Level 3 score on rubric) in the area of professionalism, professional growth, and positive dispositions in the field. (Attitudes and Values).			<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - Confidence Score = 3.35/4.0		
<b>INDICATORS:</b> Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.			<b>GOAL:</b>		
<b>Spring 2020</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<u>Analysis:</u> When undergraduate faculty examined the scores, they observed that all component scores were above 3.5/4.0 except for Confidence (3.357/4.0). <u>Recommendation:</u> Faculty will work with candidates and recent graduates to determine more effective strategies for confidence building.	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores were above 3.5/4.0 in all areas except Confidence (3.357), which is a target area. We anticipate an increase in scores.
<b>Fall 2020</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<u>Analysis:</u> Mean scores within Attitude and Values were all 3.2/4.0 or higher which is above Proficient. However, scores have decreased slightly across the board. <u>Recommendation:</u> No changes planned at this time.	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.2/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Spring 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<u>Analysis:</u> Upon analysis, faculty see that mean scores have risen in all areas within Attitude and Values, with the lowest mean score as 3.4/4.0. These are all above Proficient (3.0). <u>Recommendation:</u> As a part of continuous improvement, faculty are implementing a pre/post diversity competency survey in the program to look at candidate outcomes at the beginning and end of program.	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.4/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>

<p><u>Analysis:</u> Upon analysis, faculty see that mean scores have risen in all areas within Attitude and Values (desired trend), with the lowest mean score as 3.5/4.0. These are all above Proficient (3.0).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.5/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty see that mean scores are all above Proficient (3.0).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.5/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty see that mean scores are all above Proficient (3.0).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize feedback focusing on Attitude and Values for student teachers.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.3/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty see that mean scores are all above Proficient (3.0).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize feedback focusing on Attitude and Values for student teachers.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.3/4.0 or higher on each component. We anticipate continued success for candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty see that mean scores are all above Proficient (3.0).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize feedback focusing on Attitude and Values for student teachers.</p>	Internal and External	Attitudes & Values section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores on all components are 3.3/4.0 or higher on each component. We anticipate continued success for candidates.

### Attitudes & Values: Confidence





**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Undergraduate**

**DEPARTMENT:**

Initial Licensure

**TEAM MEMBERS:**

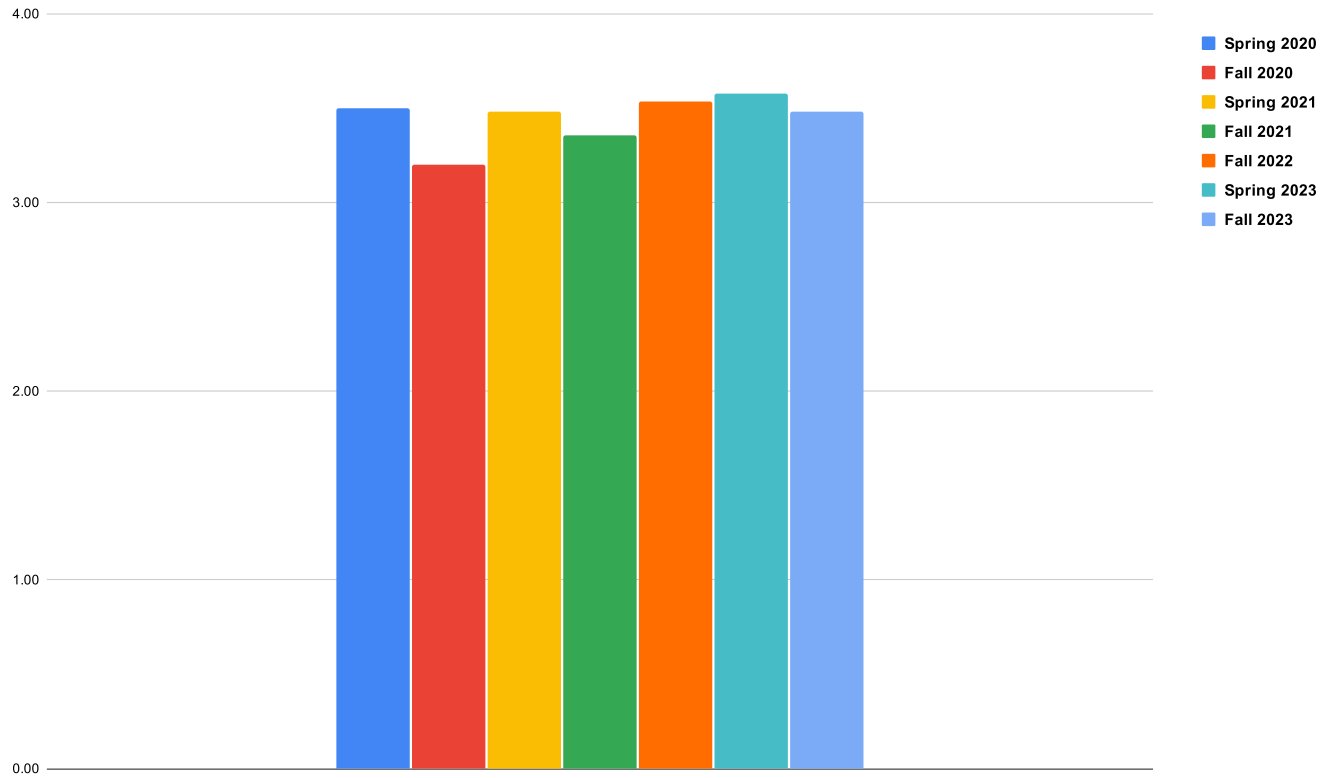
Baese, Duncan, Evans, Gilbert, Hampton, Krinks Medlock, Parker Peters

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Candidates demonstrate proficiency (Level 3 on rubric) in working with students, parents, and colleagues in the field. (Relationships).	Baseline: Fall 2020 – Communication: 3.5
<b>INDICATORS:</b>	<b>GOAL:</b>
Relationships section of Student Teaching Evaluation Rubric from CP III course.	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis: Undergraduate faculty reviewed the Relationships section of the evaluation and were pleased that all scores were 3.4/4.0 or stronger. The Communicative score rose to 3.5/4.0 (desired trend).</u>  <u>Recommendation: Faculty will continue to emphasize best practices for using communication strategies as educators.</u>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis: All scores are 3.2/4.0 or stronger. However, Communicative dropped to 3.2/4.0.</u>  <u>Recommendation: An emphasis on professional communication will continue.</u>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level (>3.2/4.0 or stronger). We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis: Upon analysis, faculty noted that mean scores are all 3.3 or stronger across components, reflecting an increase in scores (desired trend). Communication rose to 3.482/4.0.</u>  <u>Recommendation: No changes planned at this time.</u>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level (>3.3/4.0 or stronger). We anticipate an increase in scores.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p><u>Analysis: Upon analysis, faculty noted that mean scores are consistently 3.3 or stronger across components, above the goal of 3.0/4.0.</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis: Upon analysis, faculty noted that mean scores are consistently 3.5 or stronger across components, above the goal of 3.0/4.0.</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty noted that mean scores are consistently 3.5 or stronger across components, above the goal of 3.0/4.0.</p> <p>Recommendation: Faculty will continue to emphasize the importance of clear and consistent communication in feedback to student teachers.</p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty noted that mean scores are consistently 3.5 or stronger across components, above the goal of 3.0/4.0.</p> <p>Recommendation: Faculty will continue to emphasize the importance of clear and consistent communication in feedback to student teachers.</p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty noted that mean scores are consistently 3.5 or stronger across components, above the goal of 3.0/4.0.</p> <p>Recommendation: Faculty will continue to emphasize the importance of clear and consistent communication in feedback to student teachers.</p>	Internal and External	Relationships section of Student Teaching Evaluation Rubric from CP III course.	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores were at the desired level. We anticipate an increase in scores.

### Relationships: Communication



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**CONTINUOUS IMPROVEMENT REPORT**  
**Undergraduate**

**DEPARTMENT:**

Initial Licensure

**TEAM MEMBERS:**

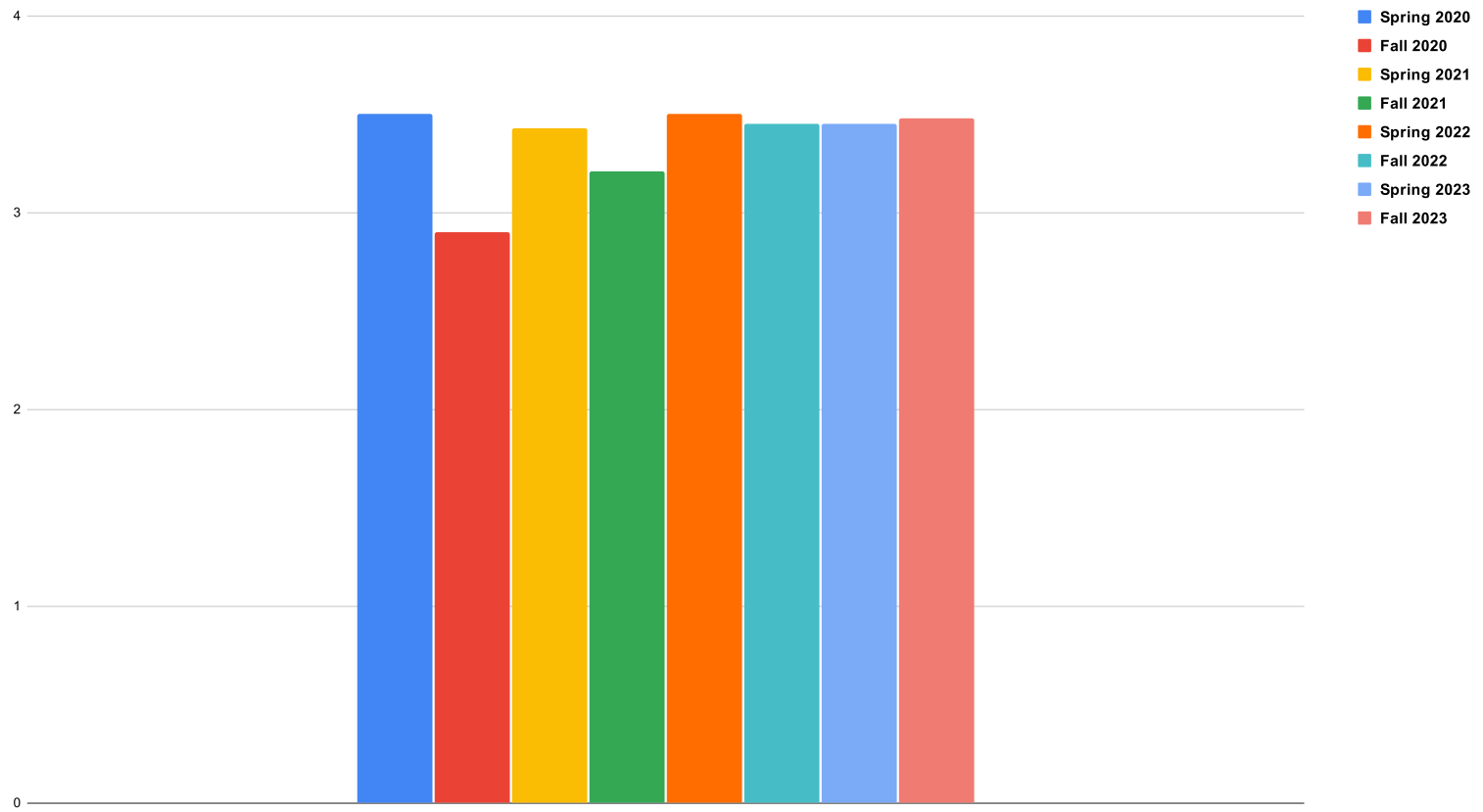
Baese, Duncan, Evans, Gilbert, Hampton, Krinks, Medlock, Parker Peters

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Candidates demonstrate proficiency (level 3 score) in planning and communication in their discipline. (Essential Knowledge).	Baseline: 2020 - Content Knowledge score = 3.58/4; 100% Praxis Pass Rate
<b>INDICATORS:</b>	<b>GOAL:</b>
Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course and Praxis® II Content Knowledge Exams.	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis: At the end of the semester, faculty analyzed candidate performance data and observed that all scores within the Essential Knowledge section are 3.0 or higher, including target area of Content Knowledge (3.50, stable scores). Faculty are pleased with students' success.</u></p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	Mean scores are above the goal level. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> <b>Faculty observed that candidate performance in Content Knowledge has dropped to 2.93/3.0. All student teachers passed their Praxis II Content Exams.</b></p> <p><u>Recommendation:</u> <b>Faculty and supervisors will emphasize Content Knowledge in feedback and lesson planning.</b></p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	Content Knowledge has dipped below 3.0 (Proficient) on average. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> <u>Upon analysis, faculty observed that all student teachers passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.3/4.0 or stronger on average (above Proficient), which represents an increase in scores (desired trend).</u></p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	Component scores have risen to 3.4/4.0 or stronger on average. We anticipate continued success for candidates.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p><u>Analysis:</u> Upon analysis, faculty observed that all student teachers (100%) passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.2/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores are 3.2/4.0 or stronger on average. We anticipate continued success for candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> Upon analysis, faculty observed that all student teachers (100%) passed the appropriate Praxis II Content Exams for licensure. All rubric components are 3.5/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores are 3.5/4.0 or stronger on average. We anticipate continued success for candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> All candidates passed Praxis II content exams prior to student teaching. All rubric components are 3.4/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize the importance of taking Praxis content assessments early and in conjunction with the appropriate preparation courses.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores are 3.4/4.0 or stronger on average. We anticipate continued success for candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> All candidates passed Praxis II content exams prior to student teaching. All rubric components are 3.4/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize the importance of taking Praxis content assessments early and in conjunction with the appropriate preparation courses.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores are 3.4/4.0 or stronger on average. We anticipate continued success for candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> All candidates passed Praxis II content exams prior to student teaching. All rubric components are 3.4/4.0 or stronger on average (above Proficient).</p> <p><u>Recommendation:</u> Faculty will continue to emphasize the importance of taking Praxis content assessments early and in conjunction with the appropriate preparation courses.</p>	Internal and External	Essential Knowledge section of Student Teaching Evaluation Rubric from CP III course  Praxis® II Content Knowledge Exams	Budget	The student teaching evaluation will continue to be a part of the program.	All component scores are 3.4/4.0 or stronger on average. We anticipate continued success for candidates.

## Content Knowledge



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Undergraduate**

**DEPARTMENT:**

Initial Licensure

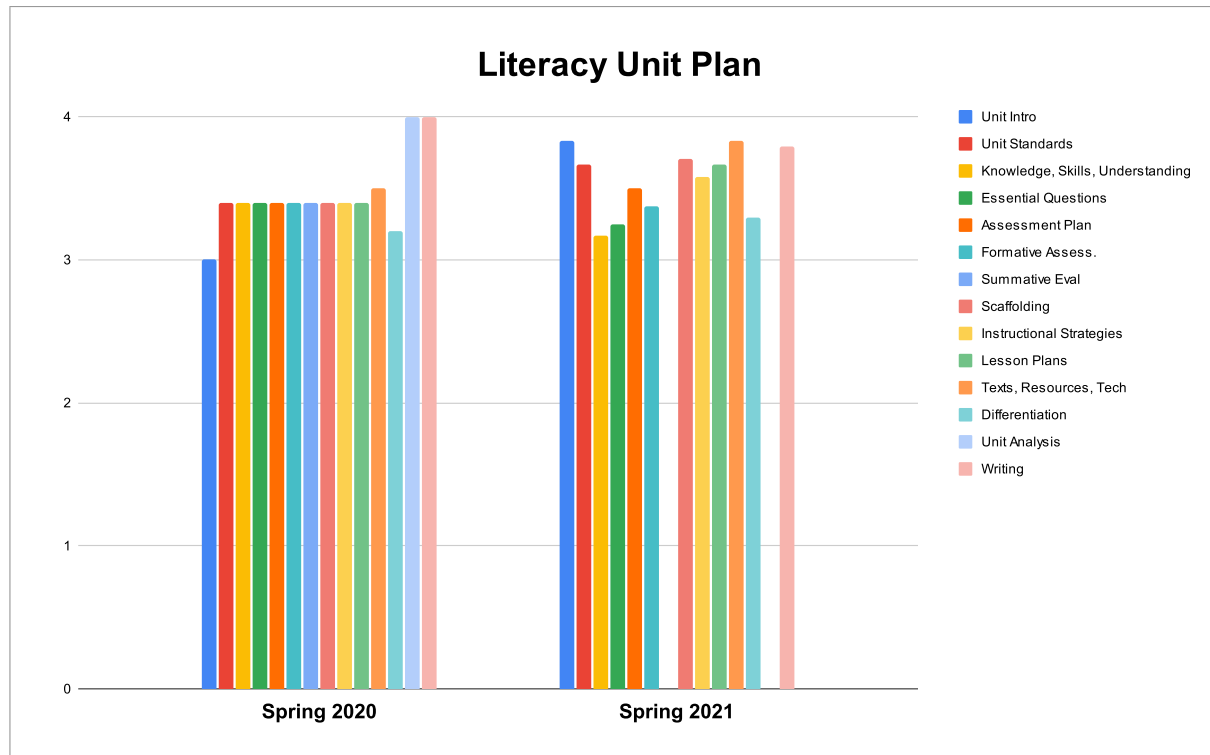
**TEAM MEMBERS:**

Duncan, Evans, Gilbert, Hadder, Hampton, Krinks, Medlock, Parker Peters

<p><b>OPPORTUNITY FOR IMPROVEMENT:</b></p> <p>Candidates demonstrate proficiency (level 3 score) in creating a learning segment/unit. They select a topic/standard in science or social studies and then develop a text set that will present content as well as provide opportunity to teach/practice content and disciplinary literacy standards. In addition to the unit outline and text set, candidates design a culminating task and develop 3 of the unit lesson plans.</p>	<p><b>PRESENT LEVEL OF PERFORMANCE:</b></p> <p>Baseline: 2020 – Goal 3.0/4.0 across components; Baseline 2023 3.0/4.0</p>
<p><b>INDICATORS:</b></p> <p>Literacy Unit Plan Rubric- ED 3363 Teaching with Text; Spring 2023 changed to the Lesson Plan Rubric.</p>	<p><b>GOAL:</b></p>

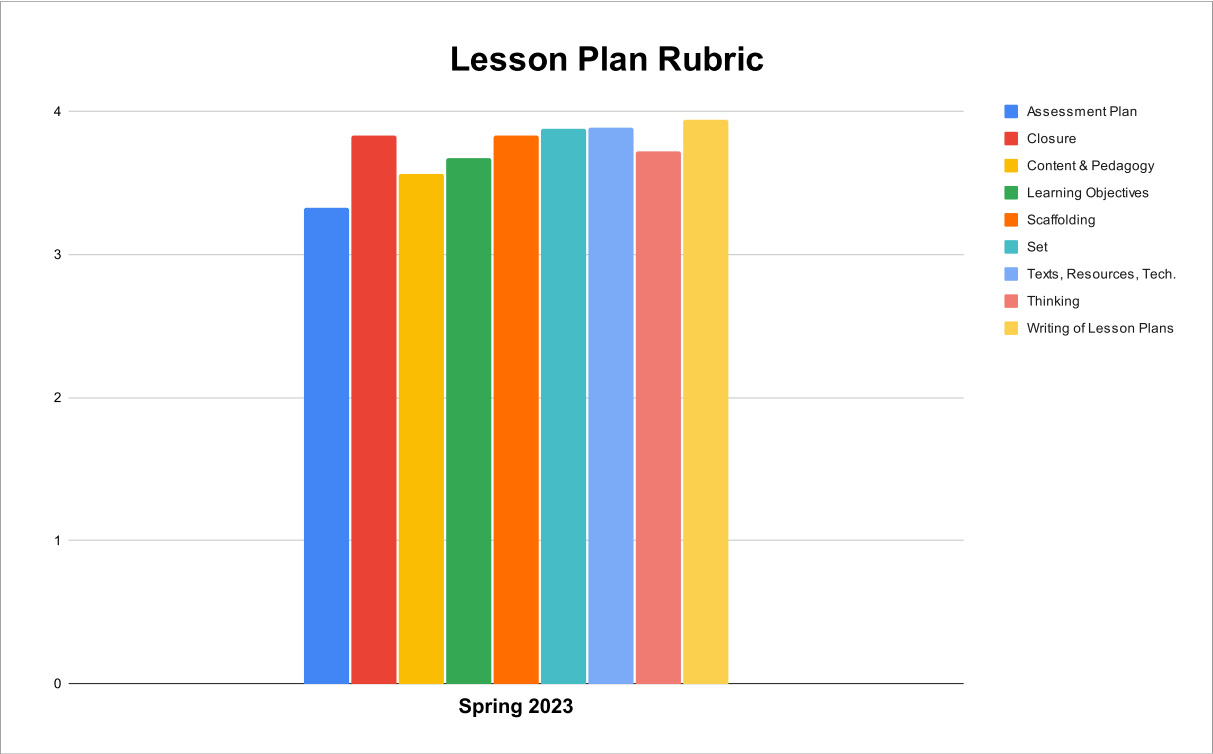
Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis: Component scores range from 3.0/4.0 (Unit introduction) to 4.0/4.0 (Differentiated &amp; Responsive Instruction). Scores rose (desired trend) in general. We are establishing trend data to use for analysis and planning.</u></p> <p><u>Recommendation: Faculty will provide more examples and feedback on unit introductions.</u></p>	Internal and External	Literacy Unit Plan Rubric Scores	Budget	The literacy unit plan will continue to be a part of the program.	All component scores remain 3.0/4.0 or stronger. We are establishing trend data. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis: Upon analysis, faculty observe that component scores range from 3.16 (Knowledge &amp; Skills) to 3.8/4.0 (Texts). The mean scores are all above the target 3.0/4.0 (desired trend).</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External	Literacy Unit Plan Rubric Scores	Budget	The literacy unit plan will continue to be a part of the program.	All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.
Spring 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u>  <u>Upon analysis, faculty observe that component scores range from 3.2 (Essential Questions) to 4.0/4.0 (Introduction; Writing). The mean scores are all above the target 3.0/4.0 (desired trend).</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External	Literacy Unit Plan Rubric Scores	Budget	The literacy unit plan will continue to be a part of the program.	All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.
Spring 2023					

Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u>            With changes to HQIM and TN State Literacy Changes, the faculty decided to switch to the Lesson Plan Rubric. Upon analysis, the faculty observe that in this first iteration, candidates' mean scores ranged from 3.3/4.0 (Assessment) to 3.94/4.0 (Writing of Lesson Plan). The Mean scores are all above the desired 3.0/4.0 (desired trend).</p> <p><u>Recommendation:</u>            Faculty will emphasis assessment in feedback and lesson planning.</p>	Internal and External	Literacy Unit Plan Rubric Scores	Budget	The literacy unit plan will continue to be a part of the program.	All component scores remain 3.0/4.0 or stronger. We anticipate an increase in scores.





# Lesson Plan Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure**

**TEAM MEMBERS:**

Bridges, Cornett, Fain, Garcia, Harper, Hasty, Hauptman,  
Parker Peters, Pryor-Graves, Simone

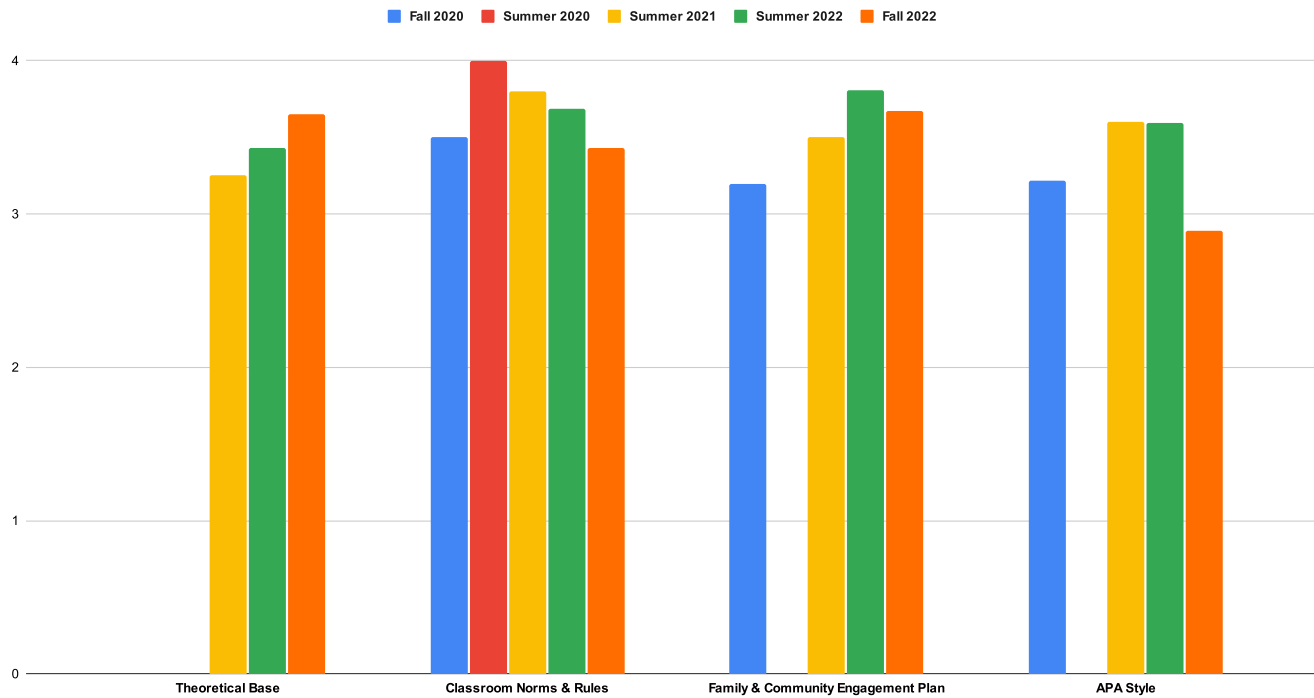
<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will design a classroom management plan which reflects an understanding of diversity, the importance of communication and community collaboration, and recognition of the interdependence of social, cultural, economic, and educational issues.	Baseline: 2020 – Classroom Norms = 3.5; APA Style Score = 3.2
<b>INDICATORS:</b>	<b>GOAL:</b>
Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities; Spring 2023 new rubric Supporting Learning Environment Plan Rubric.	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed student performance on the Classroom Management Plan and were pleased that mean scores rose or maintained above 3.5/4.0 in all measured components (desired trend). Inconsistency of expectations among raters can be addressed with a shared set of expectations.</p> <p>Recommendation: Faculty will continue changes regarding Classroom Norms instruction. All instructors/professors agree upon and clearly communicate and reinforce the expectations for APA Format on all assignments and provide modeling and direct instruction as well as opportunities for self-assessment and reflection for candidates throughout the course to identify and correct misconceptions and errors.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All component mean scores are 3.5/4.0 or stronger. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed student performance on the Classroom Management Plan and were pleased that mean scores rose or maintained above 3.5/4.0 in all measured components (desired trend). APA Style remains the lowest component score (3.6/4.0).</p> <p>Recommendation: Faculty will provide access to the university APA training as a part of the course to support candidates in this area.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All component mean scores are 3.5/4.0 or stronger. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: Faculty are pleased that all measured components are 3.0/4.0 on average. A new area of focus will be Family &amp; Community Engagement Plan, as its score dropped to 3.196/4.0 on average.</p> <p>There was a drop in APA-perhaps this is due to professors applying more rigorous standards or because the 7th edition of APA style manual was published this fall.</p> <p>Recommendation: Faculty will provide more examples and specific feedback targeting the Family &amp; Community Engagement Plan. At some point we do need to discuss making changes to the current Classroom Management Rubric-especially in the area of Classroom Norms and Rules.</p> <p>As a faculty, we will continue to monitor APA scores and give updates on changes outlined in the 7th edition. We will also continue to monitor and update our practices in Family and Community Engagement.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All measured areas are 3.0/4.0 or stronger. Family & Community Engagement Plan will become a new Target area. We anticipate an increase in scores.
<b>Summer 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty looked at key assignment data at the end of the term and observed that all scores are above 3.5/4.0 except for Theoretical Base (3.25/4.0). This will become a target area for future semesters. Other target areas (e.g., APA) have increased (desired trend).</p> <p>Recommendation: Faculty will spend more time on and provide more examples of theoretical base. Feedback on theoretical base will be specific and intentional.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.			All component scores are above 3.0/4.0. Theoretical Base will become a new target area, as its score is the lowest component (3.35/4.0).
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty looked at key assignment data at the end of the term and observed that all scores have risen above 3.5/4.0 (desired trend).</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All scores are above proficient (3.0/4.0) We anticipate continued success for candidates.
<b>Summer 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty were pleased that all areas of the key assignment were assessed at 3.4/4.0 or above on average. This reflects an increase in scores (desired trend).</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger. We anticipate continued success for our candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis of candidate key assessment data, faculty observed that APA style has dropped to 2.8/4.0. All other component areas are 3.4/4.0 or stronger on average. APA will become a target area.</p> <p>Recommendations: Faculty will include the library-provided APA module as a resource. Faculty will also spend time reviewing APA principles with candidates before the key assignment is due.</p>	Internal and External	Classroom Management Plan assessed with Classroom Management Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	We anticipate an increase in scores. All scores except for APA were 3.4/4.0 on average or stronger.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>

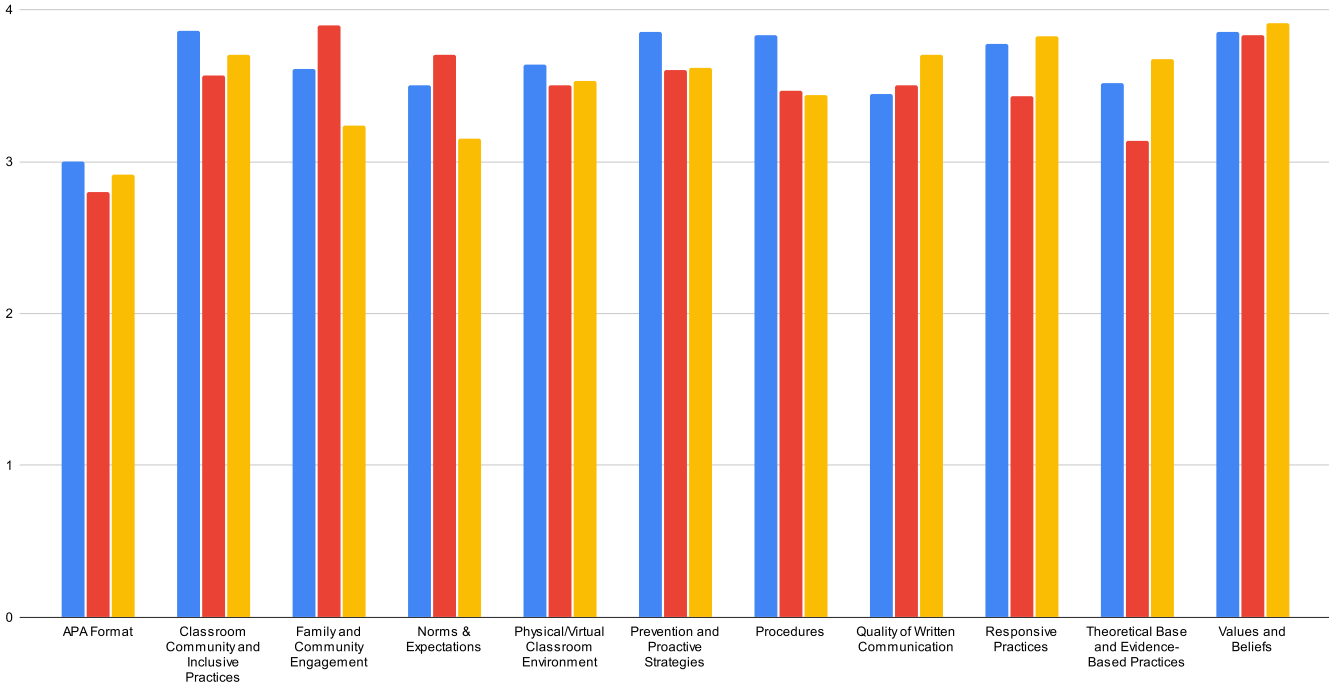
<p>Analysis: In this first iteration, candidates' mean scores ranged from 3.30 to 3.86/4.0.</p> <p>Add in specific components in future</p> <p>A new rubric needed to add greater rigor and relevance</p> <p>Recommendation: Faculty will continue feedback and monitor data for trends.</p>	Internal and External	Classroom Management Plan assessed with Supporting Learning Environment Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger. We anticipate continued success for our candidates.
<b>Summer 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: In general, most areas are above 3.0/4.0 (Proficient). However, APA style continues to be below Proficient. In addition, the components of Responsiveness and Evidence- Based Practices dropped. Recommendation: Faculty will spend more time reviewing APA style and providing supports for students as they complete the assignment. In addition, more examples and feedback will be provided on evidence-based practices and responsiveness.</p>	Internal and External	Classroom Management Plan assessed with Supporting Learning Environment Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All components are above 3.0 except for APA Style. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: All scores were above 3.0 except for APA. But, the score for APA rose from last semester (desired trend). Recommendation: Faculty will continue to provide more front-loading on APA style and examples of evidence-based practices.</p>	Internal and External	Classroom Management Plan assessed with Supporting Learning Environment Plan Rubric in EG 5063 Building Classroom Communities.	Budget	Ongoing at this time.	All components are above 3.0 except for APA Style. We anticipate an increase in scores.

## Classroom Management Plan Rubric



# Supporting Learning Environment Plan Rubric

Spring 2023 Summer 2023 Fall 2023



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure**

**TEAM MEMBERS:**

Cornett, Garcia, Hampton, Hauptman, Parker Peters, Pryor-Graves, Shields, Simone

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will create unit and lesson plans through an understanding of state standards, research-based teaching strategies, assessments, and data-driven decision making.	Baseline: 2020 – Learning Events = 2.875
<b>INDICATORS:</b>	<b>GOAL:</b>
Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	

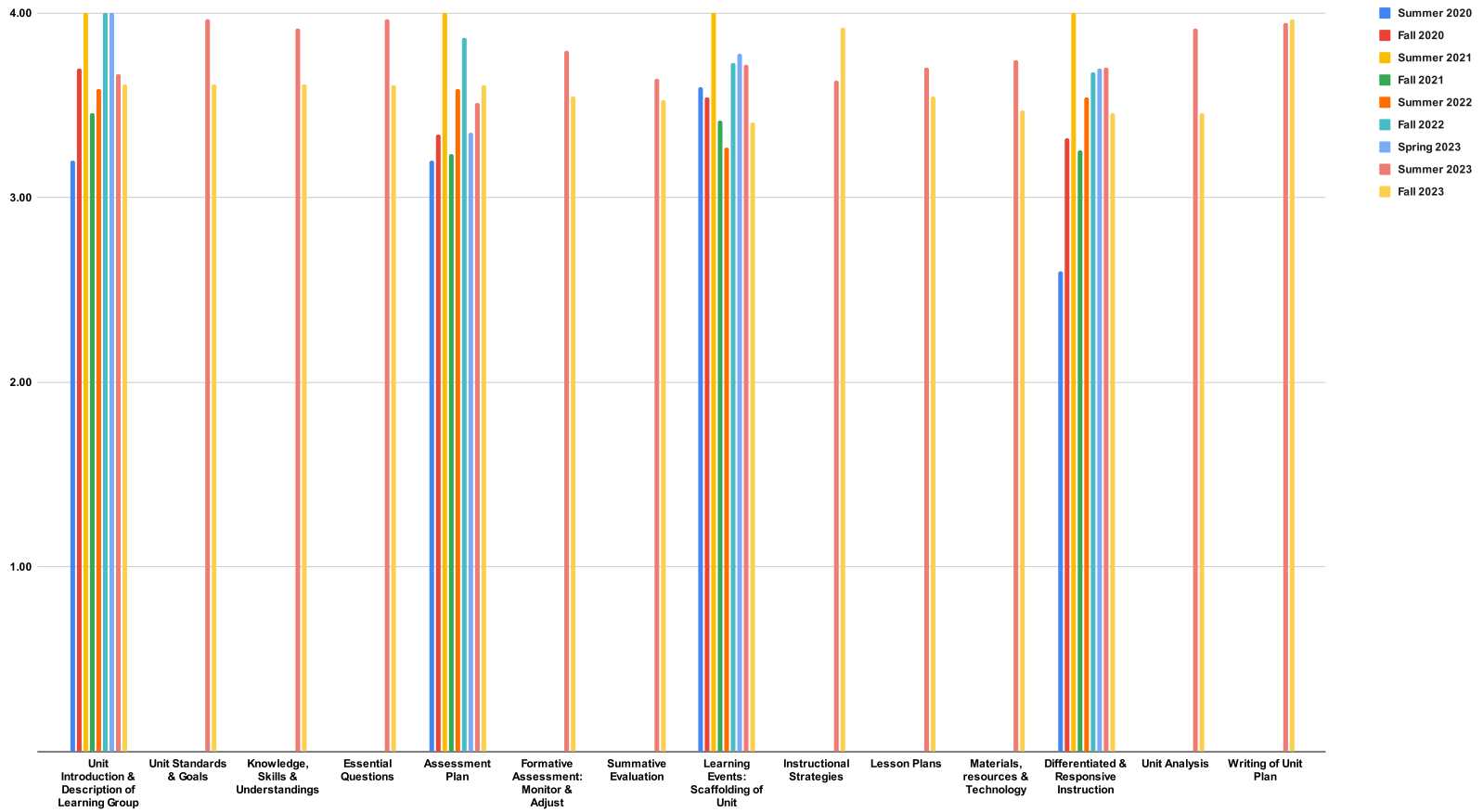
Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed student performance data at the end of the term and noticed that the Learning Events component dropped to 2.875, below the goal of 3.0/4.0. This will become a new Target area. Other components remain above 3.0 on average. For the Scaffolding area, there is only one data point, and it shows that the learning events are not yet proficient. The score in this area may reflect plans with insufficient attention to pre-assessment, plans that move students through a series of learning events that are not tightly connected to each other, or plans with minimal/surface attention to the I Do, We Do, You Do structure. For the Unit Introduction, as we move to edTPA expectations (i.e., Knowledge of Students to Inform Teaching), this section would need to focus on the learning group's personal/cultural/community assets, language development, learning needs, access needs, prior academic learning, interests, backgrounds, cultural/linguistic resources, lived experiences, etc. For the Assessment Plan component, the scores in this area have steadily increased, suggesting that targeted focus on this section is yielding positive results.</p> <p>Recommendation: Faculty will evaluate strategies used to support Learning Events and will add specific instruction and feedback for this component. Determine if there is a misconception that gradual release must always be done in this sequence. Recognize that scaffolding includes differentiated approaches, including pre-planned (predicted) and on-demand, which is not explicitly stated in the rubric. As a faculty we will model effective scaffolding in our own classes, calling attention to specific instances where we are using it and connecting those examples to candidates' plans, and we will give more feedback on candidates' scaffolding techniques within the lesson plans.</p> <p>Align with edTPA expectations and communicate those more clearly to candidates. As a faculty, we will share models of effective introductions using language that aligns with edTPA and give more feedback in the unit introduction on the unit plan.</p> <p>Continue to require students create the performance task plan AND the task itself, along with the rubric they will use. If IP agrees, require this in all sections. Be sure there are opportunities for self-assessment, peer-assessment, and reflection modeled in all course sections and included in the unit plans.</p> <p>We as a faculty will continue to focus on Assessment and model multiple methods for gathering evidence of candidates' progress throughout our own lessons and give more feedback on candidates' assessment plans in their unit and lesson plans.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	The Learning Events mean score dropped to 2.875/4.0 and will become a target area. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed Unit plan data at the end of the term and observed a rise in scores for the Target component of Learning Events (rise from 2.8 to 3.6). Scores in the Target areas of Unit Introduction and Assessment Plan decreased from 3.4 to 3.2 (Unit Introduction) and 3.4 to 2.3 (Assessment Plan). In addition, a new Target area will be Differentiated/Responsive Instruction, which had a mean score of 2.6/4.0. It should be noted that Summer 2020 courses were taught completely online due to COVID-19, which could have impacted course delivery and content acquisition.</p> <p>Recommendation: Differentiated Instruction will receive greater emphasis in feedback.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All key assignment component scores were above 3.0/4.0 except for Differentiated Instruction, which has become a new Target area. We anticipate an increase in scores.

Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty were pleased that candidate scores improved this term; the lowest mean score was still in the Differentiated/Responsive Instruction component. But, this score rose to 3.3/21/4.0 from 2.6/4.0 (desired trend). The Writing Quality section of the rubric has increased.</p> <p>Recommendation: Faculty will continue to focus on this section and make sure students have the writing resources and support they need as they write the advocacy paper. Faculty will continue to emphasize differentiation in examples and feedback.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean component scores are above 3.1/4.0. We anticipate continued success for our candidates.
Summer 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty were pleased to see that all candidates earned 4.0/4.0 across all components on the key assignment rubric. All component areas increased (desired trend). Recommendation: No changes planned at this time.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All component scores rose to 4.0/4.0 (desired trend). We anticipate continued success for our candidates.
Summer 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty were pleased that candidate mean component scores ranged from 3.273/4.0 (Learning Events: Scaffolding) to 3.818/4.0 (Unit Standards &amp; Goals; Essential Questions; Materials, Resources, &amp; Technology). These are above the goal of 3.0/4.0. Recommendation: No changes planned at this time.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean scores are above 3.0/4.0 (Proficient). We anticipate continued success for candidates.
Fall 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Upon analysis, faculty were pleased that mean candidate component scores remained at 3.6 (Differentiated Instruction) or stronger across components. Differentiated instruction rose from 3.2/4.0 to 3.6/4.0 (desired trend). Recommendation: Faculty will continue to meet as a PLC to ensure that candidates receive similar experiences across instructors.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean scores are above 3.0/4.0 (Proficient). We anticipate continued success for candidates.
Spring 2023					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness



<p>Analysis: Upon analysis, faculty were pleased that mean candidate component scores remained at 3.7 (Differentiated Instruction) or stronger across components. There was a decrease of 3.35 from 3.868 on Assessment Plan. Recommendation: Faculty will continue to meet as a PLC to ensure that candidates receive similar experiences across instructors. Faculty will provide supports and feedback specific to Assessment Planning.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean scores are above 3.0/4.0 (Proficient). We anticipate continued success for candidates and an increased score in Assessments.
<b>Summer 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty were pleased that candidate mean component scores ranged from 3.273/4.0 (Learning Events: Scaffolding) to 3.818/4.0 (Unit Standards &amp; Goals; Essential Questions; Materials, Resources, &amp; Technology). These are above the goal of 3.0/4.0. Recommendation: No changes planned at this time.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean scores are above 3.0/4.0 (Proficient). We anticipate continued success for candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty were pleased that mean candidate component scores remained at 3.6 (Differentiated Instruction) or stronger across components. Differentiated instruction rose from 3.2/4.0 to 3.6/4.0 (desired trend). Recommendation: Faculty will continue to meet as a PLC to ensure that candidates receive similar experiences across instructors.</p>	Internal and External	Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment	Budget	Ongoing at this time.	All mean scores are above 3.0/4.0 (Proficient). We anticipate continued success for candidates.

## Unit Plan Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Initial Licensure**

**TEAM MEMBERS:**

Bridges, Garcia, Hampton, Harper, Hauptman, Parker Peters,  
Pryor Graves, Shields, Simone

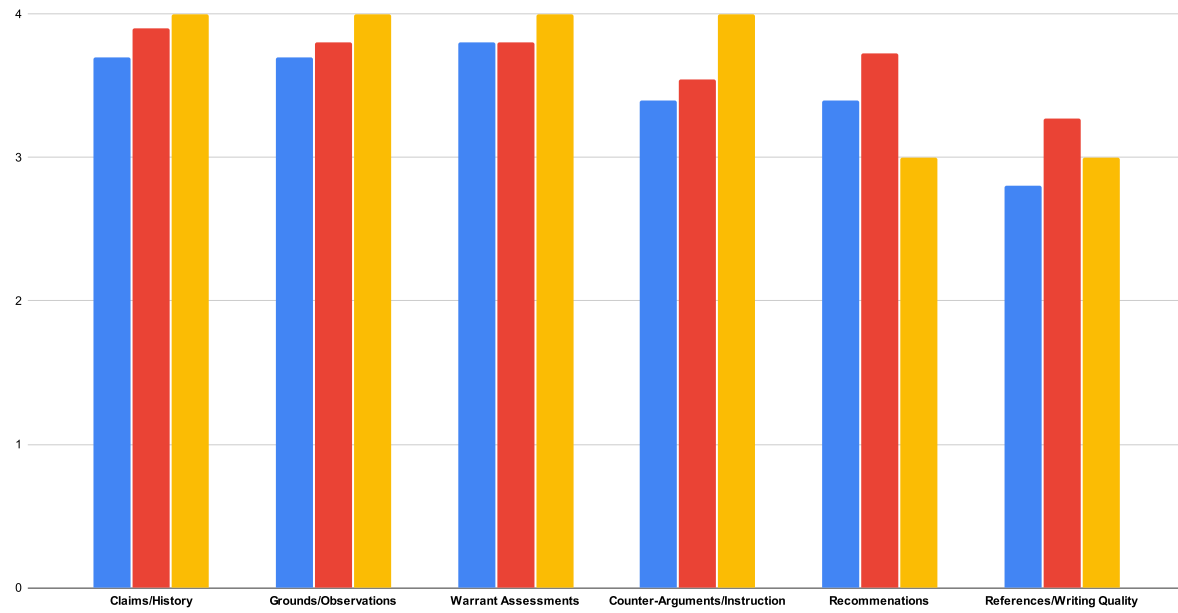
<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will describe their teaching philosophy, including their personal teaching style, the recognition of the importance of Christian/ethical principles, an understanding of diversity (linguistic, social, and economic), their personal strengths, and areas for improvement.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 Writing Quality 3.7
<b>INDICATORS:</b> The Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric as of summer 2020. And then in fall 2022, it was retitled Advocacy Paper Rubric in EG 5023 Principles of Learning.	<b>GOAL:</b>

Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: No significant changes were observed in candidate performance. All component scores are 3.7/4.0 or stronger.  Recommendation: No changes planned at this time.	Internal and External	Teaching Philosophy paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned mean scores of 3.7/4.0 on all measured components. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: This term, faculty introduced an updated rubric and key assignment (Advocacy Paper) and observed strong scores (>3.4/4.0) on all areas except Writing Quality/References, which earned a mean score of 2.842/4.0. This will become a new Target Area.  Recommendation: Candidates will receive more feedback on writing quality and will receive referral information for the university library writing lab resources as needed.	Internal and External	Teaching Philosophy paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidate mean scores were above 3.4/4.0 on all measured components except for Writing Quality/References, which (2.8/4.0. This will become a new Target area.
Summer 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: In this iteration, there was a small n size of candidates. They earned scores of 3.0/4.0 or stronger on all measured key assignment components (Proficient).  Recommendation: Focus on writing quality and resources will continue to be emphasized among faculty.	Internal and External	Teaching Philosophy paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned scores of 3.0/4.0 or stronger across measured components. We anticipate an increase in scores.
Fall 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: Faculty observed that all component areas maintained or rose (desired trend). All mean scores were Proficient (3.0/4.0) or stronger.</p> <p>Rubric title updated to Advocacy Paper Rubric</p> <p>Recommendation: A graduate writing PLC has begun to support candidate writing. Faculty will continue to offer writing supports and feedback as well.</p>	Internal and External	Advocacy Paper paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned scores of 3.0/4.0 or stronger across measured components. We anticipate an increase in scores.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty observed that while the overall mean is at the desired goal of 3.0/4.0, all individual component areas decreased from the previous semester. The largest decrease of 2.75 from 4.0 on Counterarguments, Limitations, and Rebuttals.</p> <p>Recommendation: The graduate writing PLC will continue to support candidate writing. Faculty will continue to offer writing support and feedback as well. Faculty will focus support and feedback on Counterarguments, Limitations, and Rebuttals.</p>	Internal and External	Advocacy Paper paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned scores of 3.0/4.0 or stronger across measured components. We anticipate an increase in scores on the Counterarguments component.
<b>Summer 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: All component scores are above 3.0/4.0 (Proficient) except Warrant Assessments (2.91).</p> <p>Recommendation: Faculty will continue to meet as a PLC to share ideas and will consider specific examples and feedback to address Warrant Assessments.</p>	Internal and External	Advocacy Paper paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned scores of 3.0/4.0 or stronger across measured components, except Warrant Assessments. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty noted that the References component took a dip this term with a mean score just below Proficient (3.0). This will become a target area for following semesters. Recommendation: Faculty will provide targeted feedback on finding appropriate, professional sources and using them in context of the assignment.</p>	Internal and External	Teaching Philosophy paper assessed with Evaluation Rubric for College of Education Graduate Comprehensive Assessment Rubric in EG 5023 Principles of Learning.	Budget	Ongoing at this time.	Candidates earned scores of 3.0 or stronger across measured areas except for References. We anticipate an increase in scores.

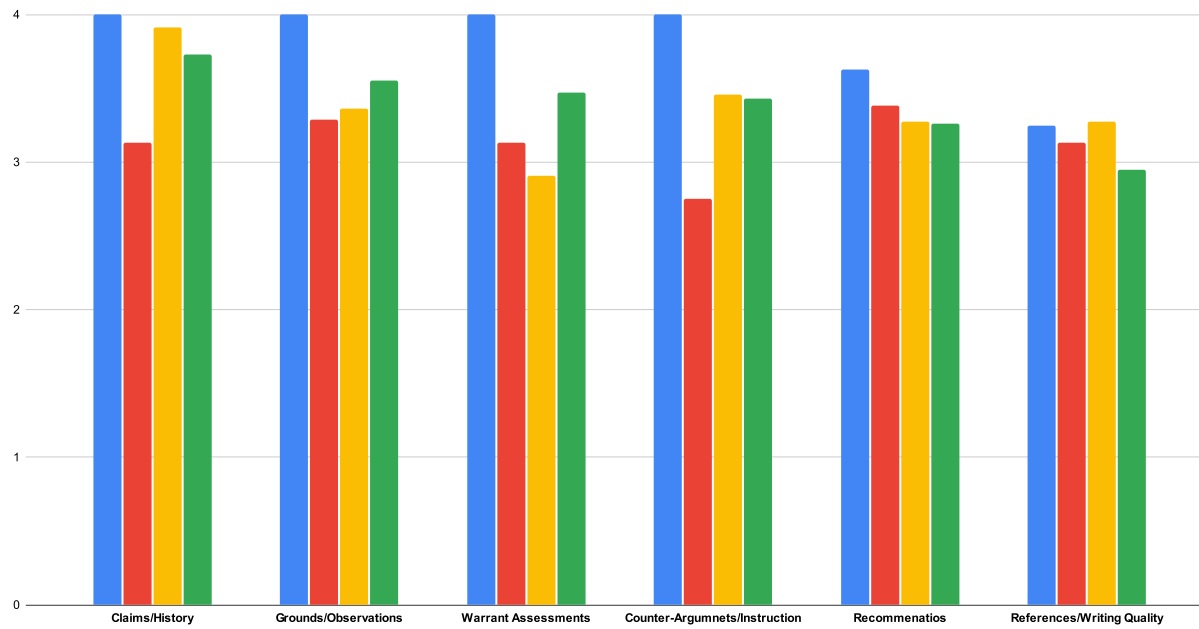
### Evaluation Rubric

Fall 2020 Fall 2021 Summer 2022



## Advocacy Paper Rubric

■ Fall 2022 ■ Spring 2023 ■ Summer 2023 ■ Fall 2023



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure**

**TEAM MEMBERS:**

Bridges, Cornett, Garcia, Harper, Hasty, Hauptman, Parker  
 Peters, Simone

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will provide individualized reading instruction to students through an understanding of comprehensive balanced literacy as a result of research, writing, and lesson planning.	Baseline: 2020 – Instruction 3.6/4.0; Baseline Fall 2021 4.0/4.0; Baseline Spring 2023
<b>INDICATORS:</b>	<b>GOAL:</b>
Literacy Foundations Paper assessed with Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards; Fall 2021 switch to Literacy Test Rubric; Spring 2023 switch to Literacy Foundations Case Study Rubric.	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Literacy faculty looked at the key assignment at the end of the semester and were pleased that students continue to earn scores of 3.5/4.0 or stronger on all components. Faculty have identified Assessments and Instruction as new areas of focus. However, four of the six semesters show scores of 3.9 or above out of 4. The reason for the dip to a 3.7 in the Fall of 2019 is unclear based on this data set.</p> <p>Recommendations: Teacher candidates are given a Case Study Guide and several exemplars that show how the key assignment should be organized. They need more encouragement to edit for conventions and grammar. Moving forward, this will be done through a peer editing process in class.</p>	Internal and External	Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Candidates earned scores of 4.0/4.0 on all measured components this summer. Faculty are pleased with candidate success on this measure.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed candidate assessment data and observed that mean scores dropped from 4.0 but are all still above 3.6/4.0, which is well above Proficient (3.0). Instruction (3.686) and Assessments (3.771) continue to be the lowest mean scores.</p> <p>Teacher candidates continue to perform well in all categories on the case study rubric. The lowest score was in Instruction (still proficient). In looking at the Summer 2020 scores, all sections of the rubric being monitored were scored as perfect 4.0.</p> <p>Recommendation: Faculty are pleased that candidates continue to perform strongly and will provide additional feedback and examples specific to Instruction and Assessment. Professors will continue to reiterate to students how to match instructional strategies to student needs. All students receiving 4.0 raises the question of whether we need to implement another IRR for this rubric.</p>	Internal and External	Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

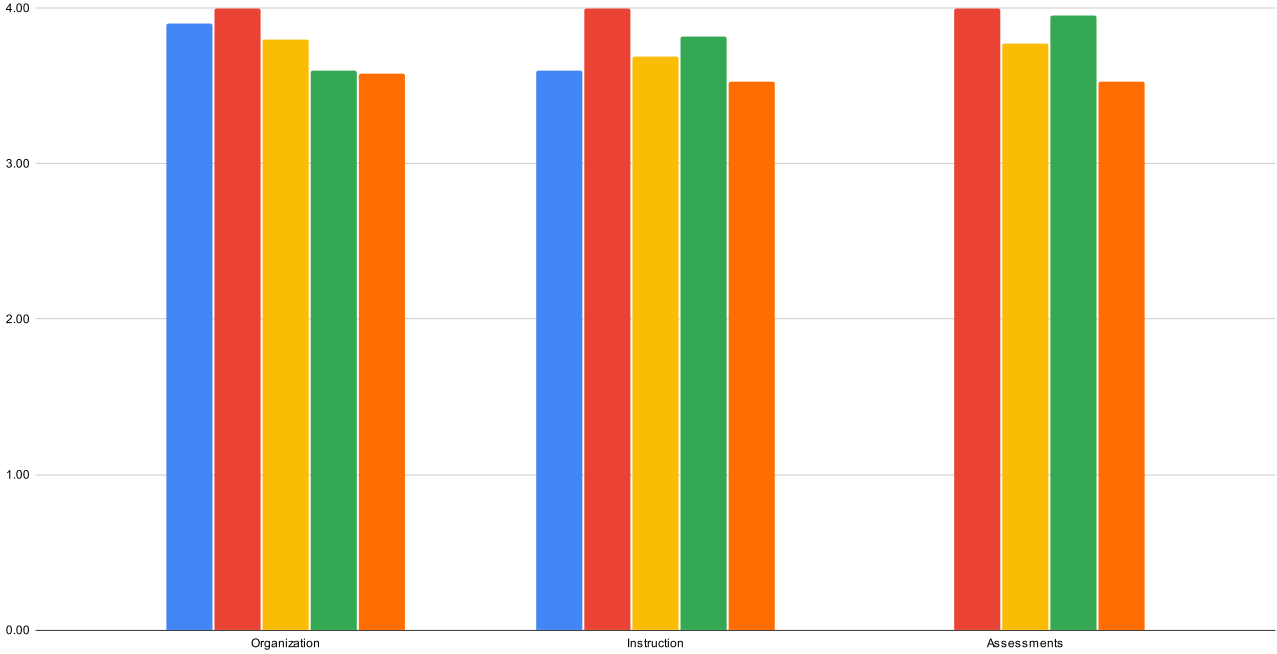
<p>Analysis: Faculty analyzed key assignment data and were pleased that Assessment and Instruction component score rose (desired trend). Candidates' Organization score dropped from 3.8 to 3.6/4.0 and will continue to be a Target area. However, faculty are pleased that all components are above 3.5/4.0 on average.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Literacy Foundations Paper Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	Candidates continue to earn scores of 3.5 or higher in all areas. We anticipate an increase in scores on this key assignment.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty implemented a new key assignment and rubric this term—the Literacy Test/Rubric in conjunction with National Council on Teacher Quality standards. On this first iteration, all candidates earned scores of 4.0/4.0 across all measured components.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Literacy Test Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	Candidates earned mean scores of 4.0/4.0 across all areas. We anticipate continued success for our candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: In the second iteration of its use, faculty noticed that all component scores are 3.4/4.0 or stronger. Though scores dropped from 4.0, they are still above Proficient (3.0) across components.</p> <p>Recommendation: Faculty will continue to collect data and monitor performance trends. No changes planned at this time since candidates are scoring above proficient.</p>	Internal and External	Literacy Test Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	All component scores were above 3.0/4.0. We anticipate continued success for candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty analyzed candidate key assessment data and were pleased that mean component data were 3.5/4.0 or stronger across components (desired trend).</p> <p>Recommendation: The initial licensure team is planning a more robust adjunct training to ensure that all those teaching the course are equipped with the same instructional resources so that candidates receive a similar experience and opportunity for success.</p>	Internal and External	Literacy Test Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	All component scores were above 3.0/4.0. We anticipate continued success for candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: With changes to HQIM and TN State Literacy Changes, the faculty decided to switch the key assignment and revise the Literacy Foundations Case Study Rubric.</p> <p>Upon analysis, the faculty observe that in this first iteration, candidates' mean scores ranged were at or above the desired 3.0/4.0 (desired trend).</p> <p>Recommendation: Faculty will continue to collect data and monitor performance trends. No changes planned at this time since candidates are scoring above proficient.</p>	Internal and External	Literacy Foundations Case Study Rubric in EG 5803 Literacy Foundations & Standards	Budget	Ongoing at this time.	All component scores were above 3.0/4.0. We anticipate continued success for candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>



<p>Analysis: Faculty are pleased with candidate progress on this iteration of using the new rubric. Candidates earned scores of 3.0 or stronger (Proficient) across components. Recommendation: Faculty will continue to have a Literacy PLC to share ideas of best practices and supports for candidates.</p>	<p>Internal and External</p>	<p>Literary Foundations Case Study Rubric in EG 5803 Literacy Foundations &amp; Standards</p>	<p>Budget</p>	<p>Ongoing at this time.</p>	<p>All component scores were above 3.0/4.0. We anticipate continued success for candidates.</p>
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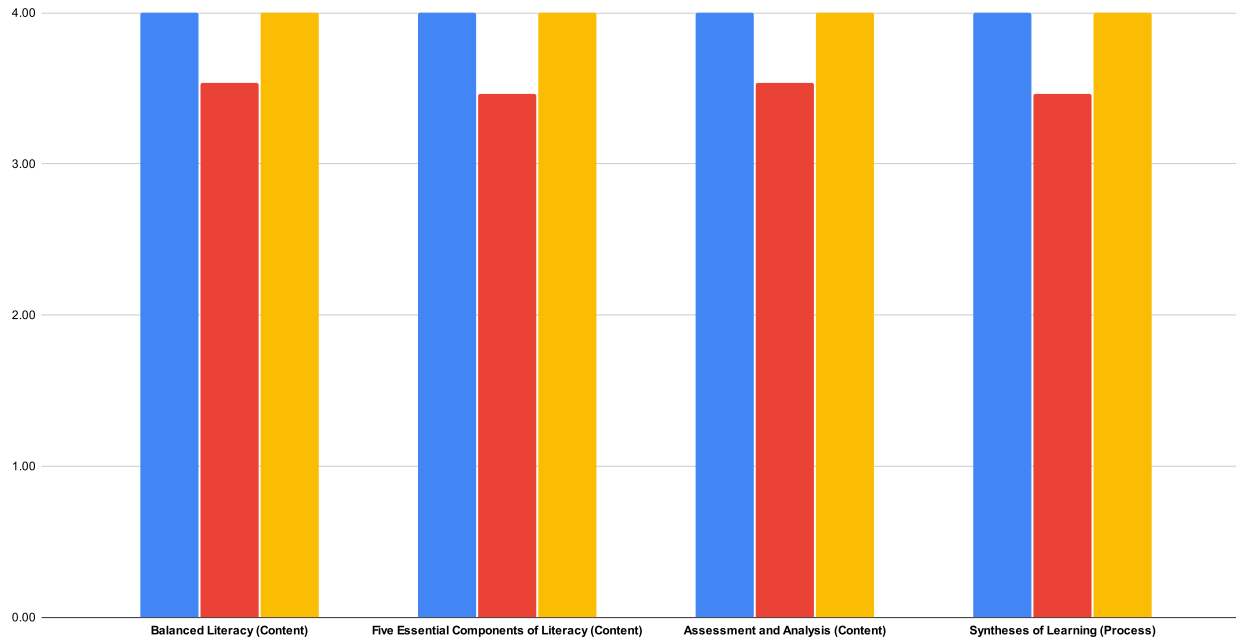
# Literacy Foundations Paper Rubric

■ Spring 2020 ■ Summer 2020 ■ Fall 2020 ■ Spring 2021 ■ Fall 2022

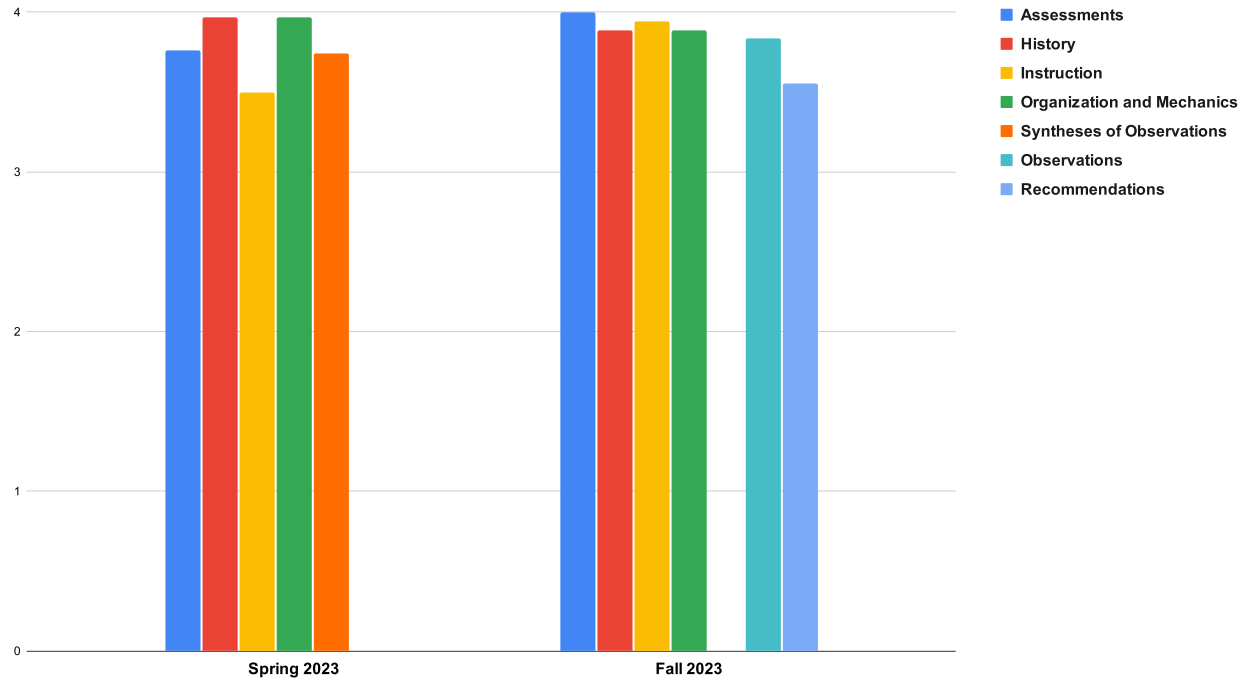


## Literacy Test Rubric

Fall 2021 Spring 2022 Fall 2022



### Literacy Foundations Case Study Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure**

**TEAM MEMBERS:**

Baese, Bridges, Cochran, Cornett, Garcia, Hauptman, Heard,  
 Parker Peters, Simone

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will communicate informational text as current issues, trends, and research in education are analyzed.	Baseline: 2020 - Action Research Score = 3.5; Baseline Fall 2021 Writing Quality 3.4, APA 3.2, Organization, 3.5, Timeliness/Length 4.0
<b>INDICATORS:</b>	<b>GOAL:</b>
Scores on Exit Presentations in EG 5083; Changed to scores on Research paper Fall 2021	

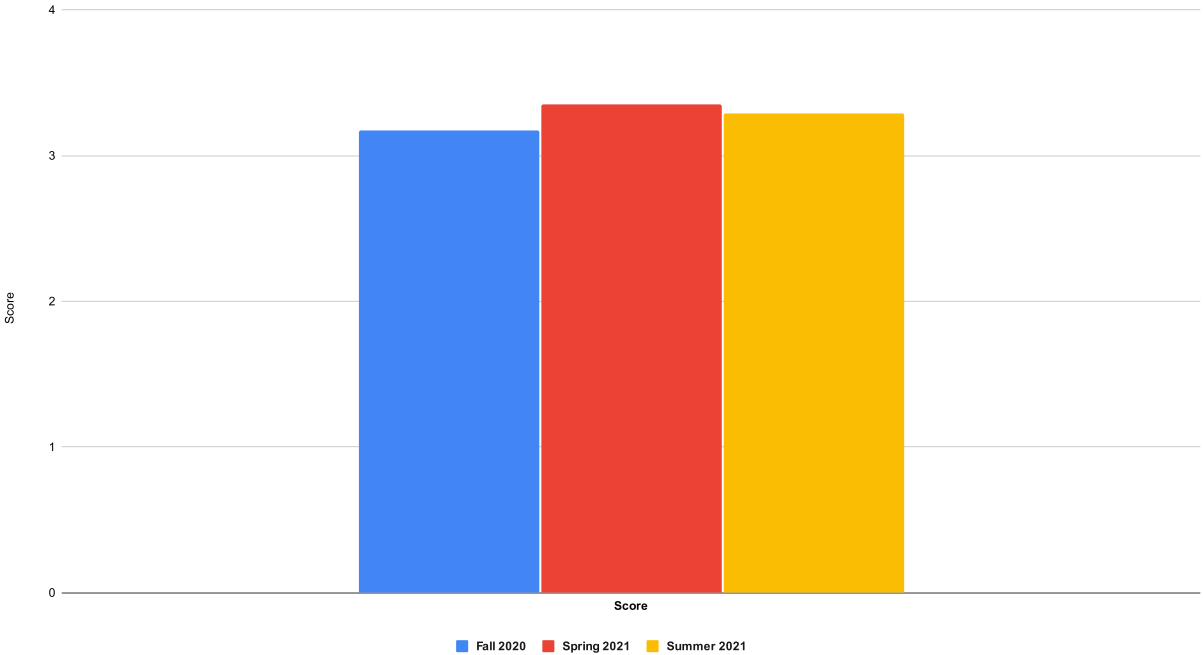
Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Research faculty continue to meet as a PLC and examined key assignment scores. The mean presentation score dropped to 3.57/4.0, which is still above the goal of 3.5/4.0. COVID-19 forced all courses online at the mid-point of the semester and required candidates to present through Zoom.</p> <p>Recommendation: The PLC is considering adjustments to the current rubric to provide more clarity for future online presentations.</p>	Internal and External	Exit Presentation as scored by the Action Research Presentation Rubric	Budget	Ongoing at this time.	Candidate mean scores dropped to 3.57/4.0, which is still above the goal. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed key assignment data at the end of the semester and noted that the mean score on the key assignment dropped from 3.5 to 3.3/4.0. It should be noted that all summer 2020 courses were moved online due to COVID-19, which may have impacted course delivery and presentation mechanisms.</p> <p>Recommendation: Over the summer, the Research PLC developed a new rubric to use for this assignment. Faculty are now training and using the new rubric as a pilot.</p>	Internal and External	Exit Presentation as scored by the Action Research Presentation Rubric	Budget	Ongoing at this time.	Candidate mean scores dropped to 3.3/4.0. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Based upon feedback from our recent accreditation visit, research faculty created a new rubric, which was piloted this semester and is meant to be more closely aligned to professional standards and assignment requirements. In this first use, candidates earned an overall presentation score of 3.17/4.0, which is above Proficient (3.0).</p> <p>Recommendation: Because a new, updated rubric was introduced, professors need to continue to monitor this new rubric. Professors may need to continue to meet as a PLC to adjust the rubric as needed after each semester.</p> <p>No changes planned at this time as faculty want to collect more data and feedback.</p>	Internal and External	Exit Presentation as scored by the Action Research Presentation Rubric	Budget	Ongoing at this time.	In the first iteration of the new rubric, candidates scored 3.17 /4.0 on average. We anticipate continued success for candidates.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: In its second iteration, candidates performed more strongly on the key assignment, earning a mean score of 3.35 /4.0 (desired trend).</p> <p>Recommendation: Research faculty will continue inter-rater training and to meet as a PLC to share ideas to support continued success on this assignment.</p>	Internal and External		Budget	Ongoing at this time.	Candidates' scores rose to 3.35/4.0. We anticipate an increase in scores.
<b>Summer 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty evaluated candidate performance on the key assignment and observed performance maintenance (mean score 3.29/4.0).</p> <p>Recommendation: Research faculty will continue inter-rater training and to meet as a PLC to share ideas to support continued success on this assignment.</p>	Internal and External	Exit Presentation as scored by the Action Research Presentation Rubric	Budget	Ongoing at this time.	Candidates' mean scores did not change significantly and are still above the goal mean score. We anticipate an increase in scores.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Research faculty decided to change the key assignment from the presentation to the paper, as this is an assignment that better reflects the learned content in the course. In this first iteration, candidates earned mean scores of 3.2/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	Candidates earned scores of 3.2/4.0 or stronger on all measured components. We anticipate continued success for our candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty continued to use the paper as the key assignment and used the new research paper rubric with it. In this iteration, all mean component scores were 3.0/4.0 or stronger (desired trend).</p> <p>Recommendation: The research faculty will continue to meet as a PLC but no changes planned at this time.</p>	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	We anticipate an increase in scores.
<b>Summer 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty analyzed key assignment data and observed that APA has dipped below 3.0 (Proficient).</p> <p>Recommendation: Research faculty will provide an APA tutorial at the beginning of the term and support candidates with specific APA feedback.</p>	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	Candidates earned scores of 3.0 (Proficient) or stronger on all measured areas except for APA (2.96/4.0). We anticipate an increase in scores.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty analyzed student performance data and observed that all components are above 3.0/4.0 (Proficient).</p> <p>Recommendation: The research faculty PLC will continue to meet and focus on course needs and consistency to support candidate success in this course.</p>	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	Candidates earned scores of 3.0 (Proficient) or stronger on all measured areas. We anticipate an increase in scores.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>

Going forward, select 1-3 components to focus on.	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	Candidates earned scores of 3.0 (Proficient) or stronger on all measured areas. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Component scores continue to be 3.0/4.0 (Proficient) or stronger across measured areas. The Research PLC continues to meet and share ideas and issues as they arise at monthly meetings. Recommendation: The PLC will continue to meet and collaborate on curriculum and student supports in research courses.	Internal and External	Research Paper as scored by the Research Writing Rubric	Budget	Ongoing at this time.	Candidates earned scores of 3.0 (Proficient) or stronger on all measured areas. We anticipate an increase in scores.

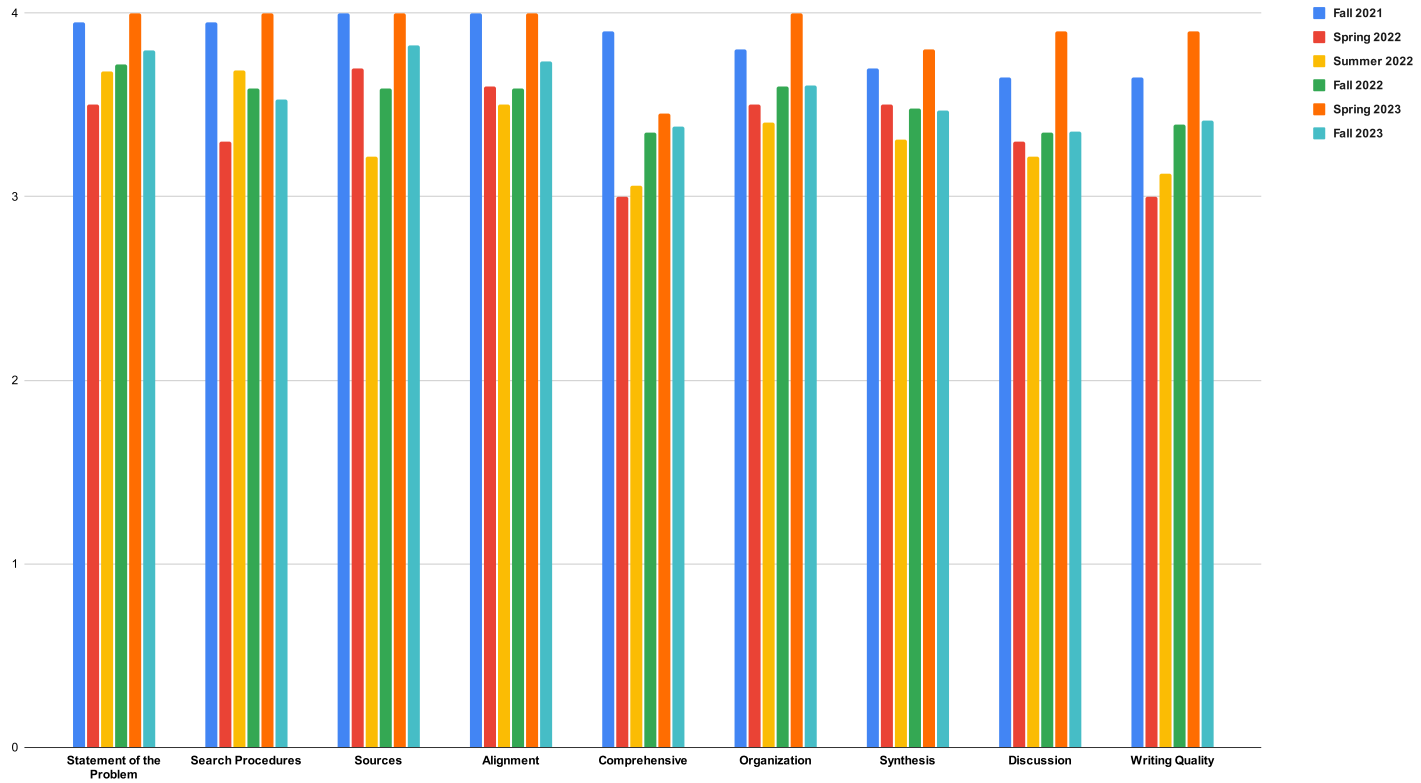
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# IP Action Research Presentation





## Research Writing Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure (Special Education)**

**TEAM MEMBERS:**

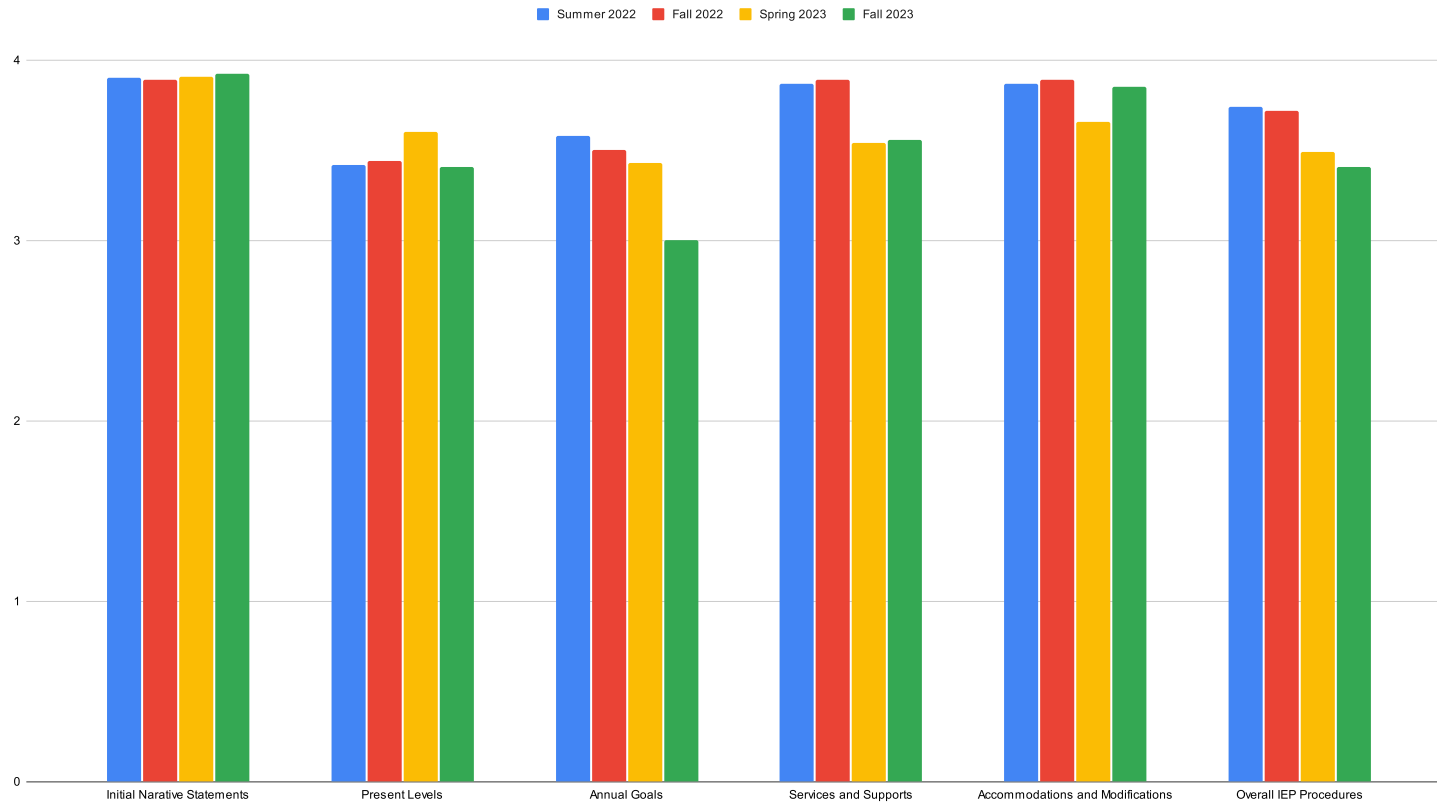
Cornett, Garcia, Hadder, Hampton, Harper, Hauptman,  
 Parker Peters, Pryor Graves, Shields

<p style="text-align: center;"><b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b></p> <p>Students will develop Individual Education Plans based upon state standards that involve:</p> <ol style="list-style-type: none"> <li>1. The use of present levels of performance.</li> <li>2. Relevant and incremental goals/objectives.</li> <li>3. Progress monitoring through valid and reliable formative and summative measures.</li> </ol>	<p style="text-align: center;"><b><u>PRESENT LEVEL OF PERFORMANCE:</u></b></p> <p style="text-align: center;">Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0; Change to 4.0 scale in 2022</p>
<p style="text-align: center;"><b><u>INDICATORS:</u></b></p> <p>Individual Education Plan assessed with IEP Rubric in EGSE 5033 Special Education Law</p>	<p style="text-align: center;"><b><u>GOAL:</u></b></p>

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: With the second use of the new rubric, students earned scores of 4.3/5.0 or stronger on all measured components, representing an increase in scores (desired trend).</p> <p>Recommendation: We will continue to use the new rubric and provide feedback based upon the aligned standards.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: SPED faculty reviewed candidate performance and were pleased that candidates earned scores of 4.3/5.0, which are high, stable scores demonstrating candidate success with the content.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.1/5.0 across all measured components.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend).</p> <p>Recommendation: Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Summer 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend). Overall IEP score is 4.9/5.0.</p> <p>Recommendation: Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric. No other changes planned at this time.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.1/5.0 across components. We anticipate an increase in scores.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty revised the rubric to be more consistent with other COE rubric scoring mechanisms. In addition, rubric components have been updated to new CEC standards. In this first iteration of the updated IEP rubric, candidates earned scores of 3.8/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All components were 3.8/4.0 or stronger. We anticipate continued success for our candidates.
<b>Summer 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty observed that the score for Present Levels of Performance dropped to 3.4/4.0. This is still above the goal of 3.0/4.0 but is not as strong as the last data collection for this area. All other component scores are 3.5/4.0 or stronger.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Scores for the target area of Present Levels of Performance remain the lowest mean score at 3.44/4.0. All scores, including the target area, are above the 3.0/4.0 Proficient Threshold.</p> <p>Recommendations: Faculty will emphasize professional standards integration so that candidates will understand how their performance on the key assignment demonstrates professional growth competencies.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Scores for the target area of Present Levels of Performance increased from 3.44/4.0 to 3.60. All scores, including the target area, are above the 3.0/4.0 Proficient Threshold. There was a decrease in Services and Supports from 3.89 to 3.54; and in Accommodations and Modifications from 3.89 to 3.66.</p> <p>Recommendations: Faculty will continue to collect data and monitor performance trends. Faculty will emphasize support and feedback on Present Levels, Annual Goals, Services and Supports, and Overall Procedures.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: All measured components are 3.0/4.0 (Proficient) or stronger. However, Annual Goals has dropped to 3.0 on average and will become a target area. Recommendation: Faculty will provide additional examples and scaffolding feedback when introducing Annual Goals.</p>	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.0/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.

## IEP Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Initial Licensure (Special Education)**

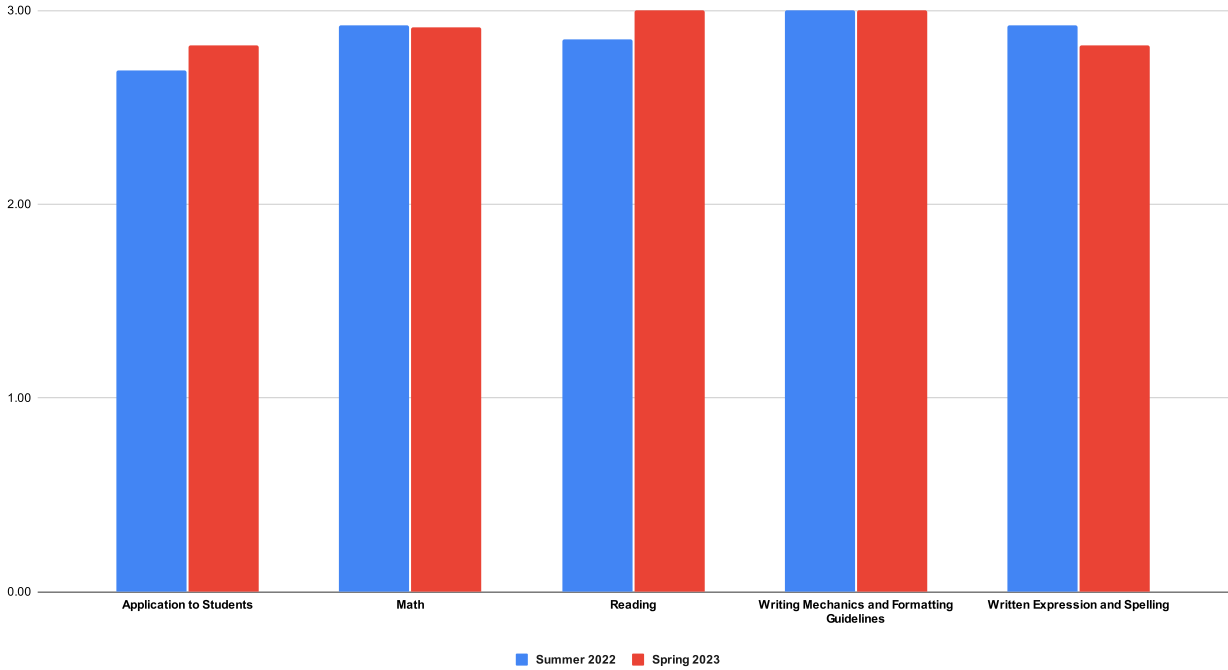
**TEAM MEMBERS:**

Garcia, Hampton, Harper, Parker Peters, Pryor-Graves,  
Shields

<p align="center"><b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b></p> <p>Each candidate will develop a Key Points and Fact Sheet that includes key information on a variety of instructional designs, resources, and best practices. The document will include:</p> <p>Provides and demonstrates a sophisticated understanding of the different methods to teach reading – phonemic awareness, decoding, vocabulary, fluency, and comprehension.</p> <p>Provides and demonstrates a sophisticated understanding of the different research-based methods to teach math. Thoroughly explains the different components of math and what strategies would work best for each component – math calculation, math reasoning, math fluency.</p> <p>Provides and demonstrates a sophisticated understanding of the different methods to teach written expression. Thoroughly explains the developmental stages of writing - pre-literate, emergent, transitional, fluent and the writing process - prewriting, drafting, revising, editing, publishing, along with the benefits of writing across the curriculum.</p> <p>Provides a thorough understanding of what type of students would benefit from the different methods of teaching. Includes how the teacher will implement the use of the strategies in their classroom.</p>	<p align="center"><b><u>PRESENT LEVEL OF PERFORMANCE:</u></b></p> <p align="center">Baseline: 2023 – Annual Goals 2.5</p>
<p align="center"><b><u>INDICATORS:</u></b></p> <p align="center">Culmination Project assessed in EGSE 5043/6043 Special Education Methods</p>	<p align="center"><b><u>GOAL:</u></b></p>

Spring 2023					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: This is a new rubric used to better assess candidates' progress towards CEC professional standards. In this first iteration, mean scores ranged from 2.69 (Application to Students) to 3.0/3.0 across components.</p> <p>Recommendation: Faculty will use this data to design supports and examples that link to components of the rubric and CEC standards.</p>	<p align="center">Internal and External</p>		<p align="center">Budget</p>	<p align="center">Ongoing at this time.</p>	<p align="center">Mean scores were all at least 2.69/3.0 across components. We anticipate an increase in scores.</p>

### Culminating Project Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Master of Education Advanced Core**

**TEAM MEMBERS:**

Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Hauptman,  
 Parker Peters, Parsley

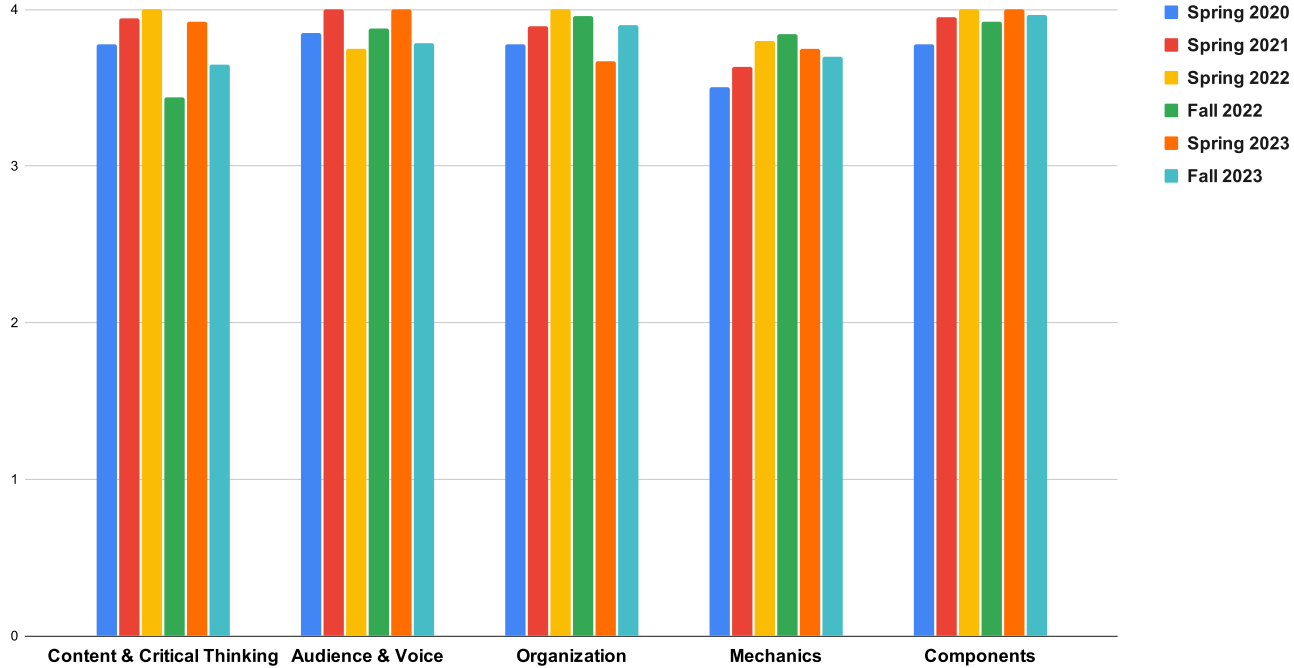
<b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b>	<b><u>PRESENT LEVEL OF PERFORMANCE:</u></b>
Students will be able to develop plans for communication and parent-community engagement based on identified needs.	Baseline: 2017 - (Conventions Score = 3.8)
<b><u>INDICATORS:</u></b>	<b><u>GOAL:</u></b>
Parent and Community Communication Plan Executive Summary assessed with Action Plan Rubric in EG 5263 School Community Relations (Formerly Communication & Community); Switched to Action Plan in 2019.	

<b>Spring 2020</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: In the second use of the new rubric, faculty observed strong student performance, with scores ranging from 3.5 to 3.8/4.0 on all measured components.</p> <p>Recommendation: Faculty will continue to use the new rubric and will continue to provide additional examples, as this practice produced strong scores.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	Component scores ranged from 3.5/4.0 to 3.8/4.0. We anticipate an increase in scores.
<b>Spring 2021</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Upon analysis, scores increased to 3.6/4.0 (Mechanics) to 4.0/4.0 (Audience and Voice) on average, representing a desired trend.</p> <p>Recommendation: No changes planned at this time.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	Component scores ranged from 3.6/4.0 to 4.0/4.0. We anticipate an increase in scores.
<b>Fall 2021</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components. However, Mechanics dropped to 3.1/4.0.</p> <p>Recommendation: Faculty feedback will include a concerted focus on mechanics this term.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.
<b>Spring 2022</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components, and the Mechanics score rose from 3.1/4.0 to 3.8/4.0 (desired trend)</p> <p>Recommendation: Faculty feedback will continue to include a concerted focus on mechanics this term.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Candidate component scores continue to be strong, ranging from 3.44 to 4.0/4.0 on average.</p> <p>Recommendation: Though scores are above Proficient (3.0), faculty will meet to determine how to best support content knowledge produced in the Components area of the rubric, which yielded the weakest score (3.44/4.0).</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	Component scores ranged from 3.44 to 4.0/4.0. We anticipate an increase in scores.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Candidate component scores continue to be strong, ranging from 3.67 to 4.0/4.0 on average.</p> <p>Recommendation: No recommendations at this time.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	We anticipate continuation of strong scores across all components.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Candidate component scores continue to be strong, ranging from 3.7 to 4.0/4.0 on average.</p> <p>Recommendation: Though scores are above Proficient (3.0), faculty will meet to determine how to best support with feedback specific to Mechanics, which earned the lowest component score on average.</p>	Internal/External	Writing Rubric in EG 5263 Communication & Community	Budget	Ongoing at this time.	Component scores ranged from 3.7 to 4.0/4.0, all above Proficient. We anticipate continued success for our candidates.



### Action Plan Rubric (Advanced)



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Master of Education Advanced Core**

**TEAM MEMBERS:**

Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Parker  
Peters, Sanders

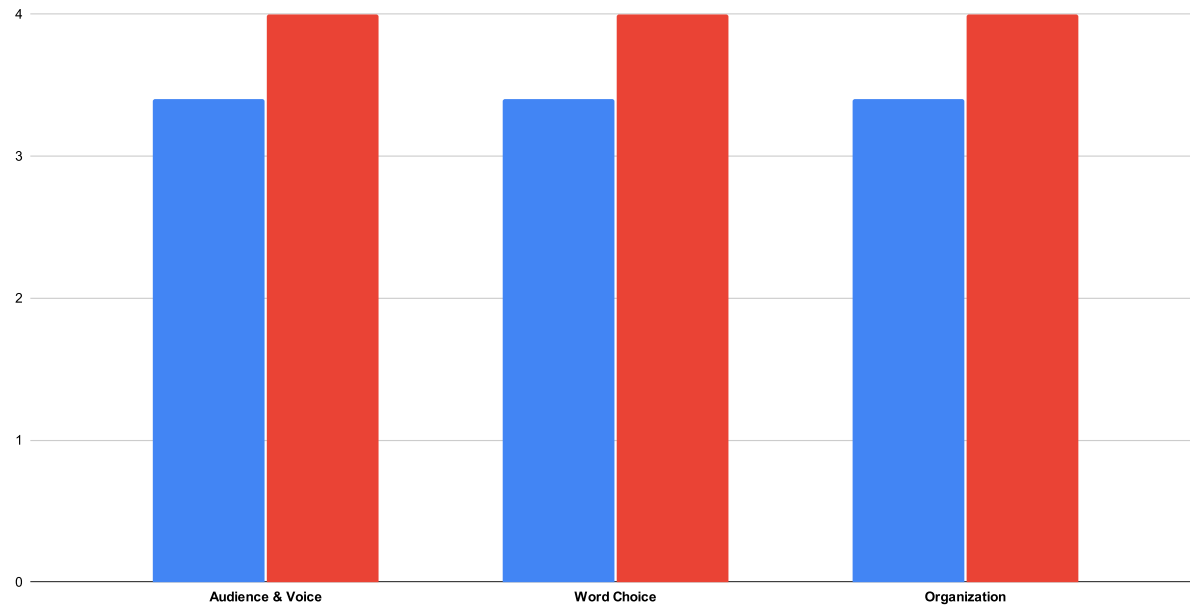
<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will be able to reflect on their own leadership philosophy and style and identify their personal leadership strengths and challenges.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - (3.4/4.0)
<b>INDICATORS:</b> Leadership Strengths Reflection Analysis assessed with Writing Rubric in EG 5233 Leadership Behavior and Practice; Fall 2022 switched to the Personal Leadership Philosophy Paper evaluated with the Leadership Reflection Rubric. <b>Summer 2023 this course changed to EG 5843/6843 The Virtuous Leaders using the Ethical Dilemma Reflection and the same Leadership Reflection Rubric.</b>	<b>GOAL:</b>

Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><b>Analysis:</b> This semester, all component scores dropped to 3.4/4.0 on average. This is still above 3.0-Proficient. However, scores have decreased. This is the first term the course has been taught since the onset of COVID-19.</p> <p><b>Recommendation:</b> Course changes due to COVID-19 will be evaluated to see what differences may have led to student score decreases.</p>	Internal/External	Writing Rubric in EG 5233 Leadership Behavior and Practice	Budget	Ongoing at this time.	Mean scores dropped to 3.4/4.0 across all measured components. We anticipate an increase in scores.
Summer 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><b>Analysis:</b> Faculty were pleased that candidate scores rose on all components to 4.0/4.0 (desired trend).</p> <p><b>Recommendation:</b> Faculty have attended trainings regarding hybrid course delivery, which may have supported stronger scores during this time. No changes planned at this time.</p>	Internal/External	Writing Rubric in EG 5233 Leadership Behavior and Practice	Budget	Ongoing at this time.	Scores on all components increased to 4.0/4.0 (desired trend). We anticipate continued success for our candidates.
Fall 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><b>Analysis:</b> Faculty were pleased that mean component scores on the Leadership Reflection were between 3.34 and 3.9/4.0, all of which are above Proficient (3.0).</p> <p><b>Recommendation:</b> Faculty will continue to meet as a PLC and share resources to support consistency in content and feedback.</p>	Internal/External	Leadership Reflection Rubric in EG 5233/6233 Leadership Behavior and Practice	Budget	Ongoing at this time.	Candidates continue to perform at proficient level or stronger. We anticipate continued success for our candidates.
Summer 2023					

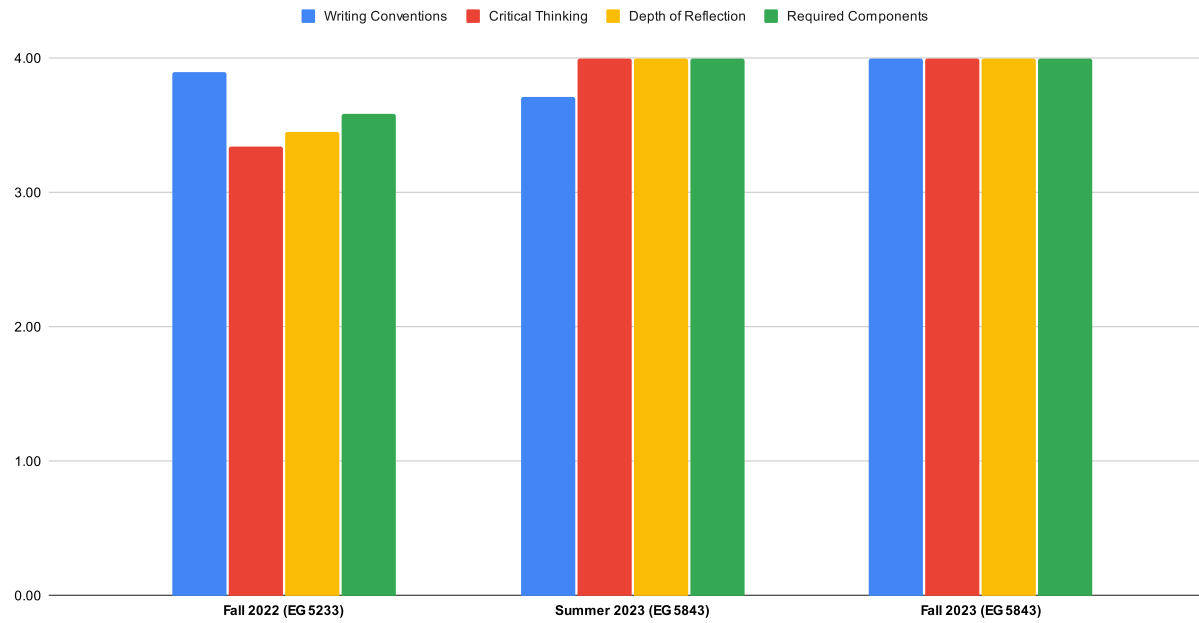
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
	Internal/External	Leadership Reflection Rubric in EG 5843/6843 The Virtuous Leaders	Budget	Ongoing at this time.	
<b>Fall 2023</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: Faculty were pleased that all component scores rose (desired trend) and remained above proficient. Faculty will continue to meet as a PLC and share ideas to support candidate success.	Internal/External	Leadership Reflection Rubric in EG 5843/6843 The Virtuous Leaders	Budget	Ongoing at this time.	Candidates continue to perform at proficient level or stronger. We anticipate continued success for our candidates.

## Writing Rubric (Advanced)

Fall 2020 Summer 2021



## Leadership Reflection Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Master of Education Advanced Core**

**TEAM MEMBERS:**

Bridges, Cochran, Fain, Milligan, Forman, Garcia, Hasty,  
 Hauptman, Parker Peters, Simone

<b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b>	<b><u>PRESENT LEVEL OF PERFORMANCE:</u></b>
Candidates will evaluate student achievement data in combination with appropriate educational research to design and carry out an action research project that will give them the skills needed to create a school or classroom improvement plan.	2020 (Mean Score 3.0)
<b><u>INDICATORS:</u></b>	<b><u>GOAL:</u></b>
Action Research Exit Presentation assessed with Action Research Project Presentation Rubric in EG 5363 Action Research or EGSE 5063 Research Methods in Behavior Analysis or EG 5083 Research in Classroom Practice or EG 5383 Accountability, Research, and Assessment. In Fall 2020, the key assignment was changed to the Action Research Paper, and a new rubric was adopted.	

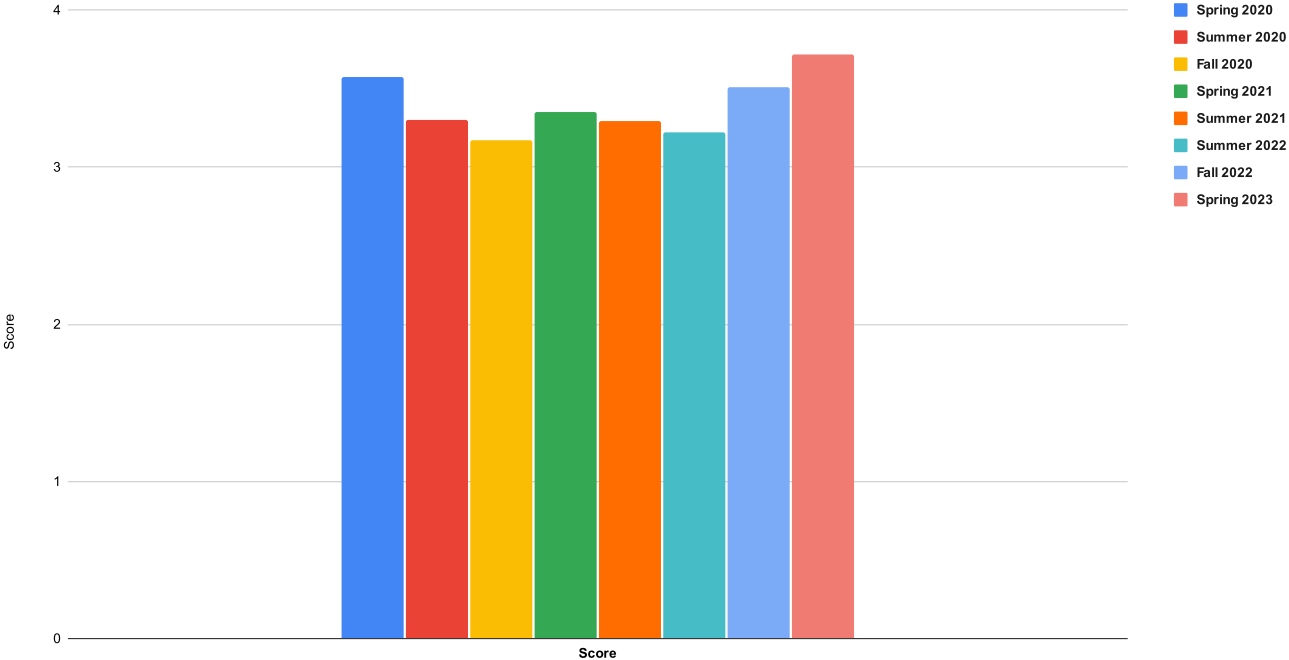
Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: Research PLC faculty examined performance data at the end of the term and observed that the mean presentation score dipped to 3.57/4.0 on average. This is still above Proficient on average. The PLC noted that the School Counseling program's research course has been added, and scores in this section were slightly lower than others. In addition, COVID-19 moved all classes online, including presentations which may have impacted student performance. The PLC is revising the rubric for future semesters to accommodate online presentations. Recommendation: The PLC will discuss how to better prepare students for online research presentations should the need arise.	Internal/External	Action Research Project Presentation Rubric from Exit Presentation	Budget	Ongoing at this time.	Candidate key assignment scores lowered to 3.57/4.0 on average. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: At the end of the summer term, Research faculty evaluated candidate performance on the research presentation. Faculty noted that due to COVID-19, all courses were taught remotely, which may have impacted course delivery, feedback, and student presentation modality. Across research courses, the mean presentation score dropped from a 3.5 to a 3.3 overall. This exceeds the goal of 3.0/4.0. Recommendation: The Research PLC created new rubrics for the key assignment presentation over the summer. Different rubrics will be used by courses that implement a proposal versus professional development. In addition, language has been clarified to assist with remote presentation options. Faculty will begin training on and piloting the new rubrics once they have passed college vote.	Internal/External	Action Research Project Presentation Rubric from Exit Presentation	Budget	Ongoing at this time.	Candidate scores have decreased to 3.3/4.0. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: New rubrics were employed this semester to better match the appropriate standards and level of rigor required by the key assignment (research proposal/action research). In addition, the key assignment has changed from a presentation to a research paper to better match course requirements. In this first iteration, candidate performance is strong in the main. Lower scores (3.0/4.0) are in areas of Writing Quality, APA, and Organization. However, these scores are still considered Proficient.</p> <p>Recommendation: Research faculty will emphasize writing quality and university resources as a part of the revision process.</p>	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.
<b>Spring 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, Writing Quality and APA style continue to be the lower mean scores, though they are 3.0/4.0 and 3.2/4.0 on average (above Proficient). Recommendation: Research faculty will continue emphasize writing quality and university APA resources as a part of the revision process.</p>	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	All mean scores are 3.0/4.0 or higher on average. We expect an increase in scores.
<b>Summer 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Program and research faculty observed that several component scores decreased this term. Organization, APA, Data Analysis, Data Collection, Comprehensive, Sources, and Theoretical Framework all fell below 3.0/4.0. Recommendation: The Research PLC will continue inter-rater reliability training among research faculty and will evaluate methods of providing feedback and instruction to better support candidates in these areas.</p>	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Several component areas decreased below the goal score of 3.0/4.0. We anticipate an increase in scores.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: At the end of the term, research faculty evaluated student progress with the key assignment and found that all component scores are now 3.0/4.0 or stronger on average (desired trend). This is equal to the goal of 3.0/4.0 (Proficient). Recommendation: No changes planned at this time.</p>	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	All mean scores are 3.0/4.0 or stronger for each measured component. We anticipate an increase in scores.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: In this second iteration, faculty were pleased that all component scores were 3.2/4.0 or stronger (above Proficient). Recommendation: No changes planned at this time.</p>	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Candidates earned scores above the proficient level. We anticipate continued success for candidates.
<b>Summer 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>

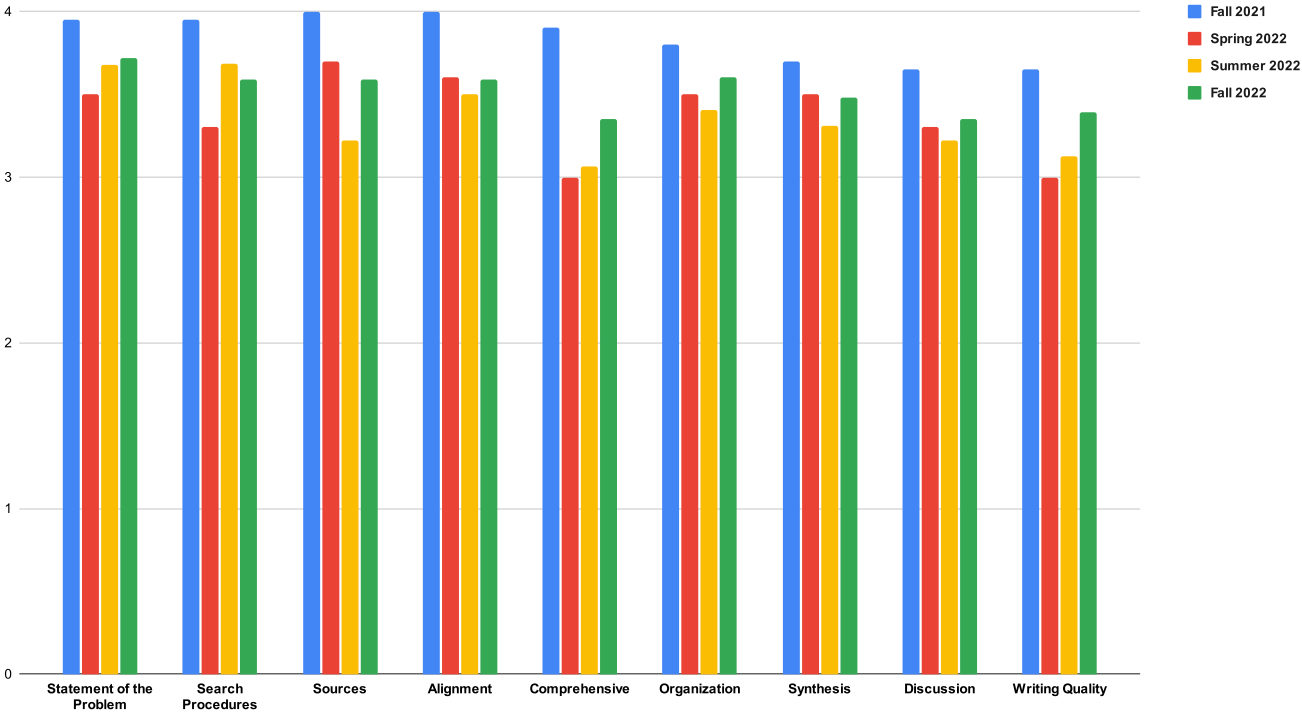
Analysis: Faculty evaluated candidate performance on the key assignment and observed performance maintenance (mean score 3.22/4.0). Recommendation: No changes planned at this time.	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Candidates' mean scores did not change significantly and are still above the goal mean score. We anticipate an increase in scores.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis; Faculty were pleased that all component scores were equal to or above 3.0/4.0 (Proficient). Recommendation: The research faculty PLC will continue to meet to discuss ideas for supporting student learning in research courses.	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Candidates earned scores above the proficient level. We anticipate continued success for candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Several component scores have dropped below 3.0/4.0 (Proficient), including Hypothesis, Answering Research Questions, and APA style. These will become target areas for future semesters. Recommendation: The Research course PLC will provide targeted feedback for the identified target areas. The PLC will develop and share methods for providing feedback specifically for the areas of concern.	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Several areas of the rubric were below 3.0/4.0. We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Faculty were pleased that scores rose in almost every component this term (desired trend). However, the score for Discussion dropped from last term. Recommendation: Faculty will continue with intentional efforts to support student success in target areas. Intentional feedback will be provided concerning the Discussion section of the research paper.	Internal/External	Research Writing Rubric from Action Research Paper.	Budget	Ongoing at this time.	Scores have risen in almost every area. We anticipate continued success for candidates.



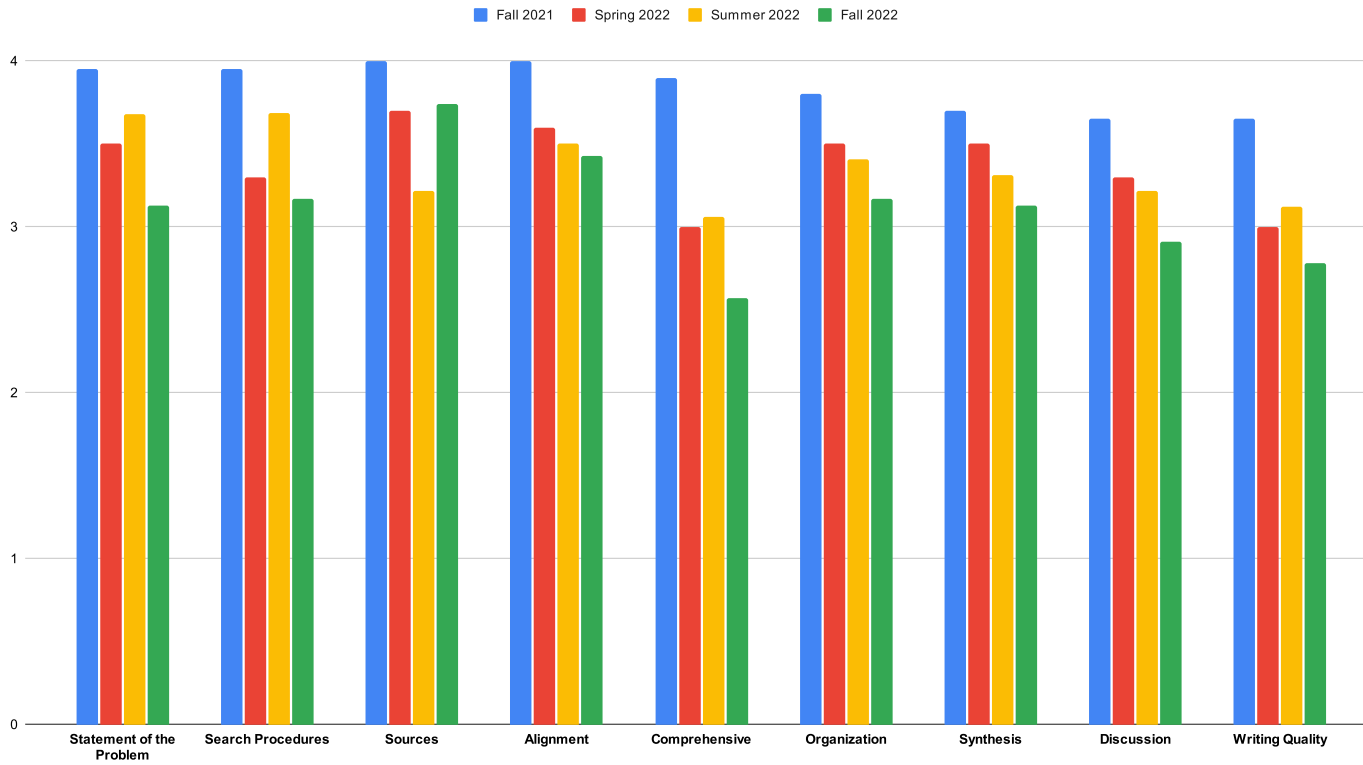
# IP Action Research Presentation



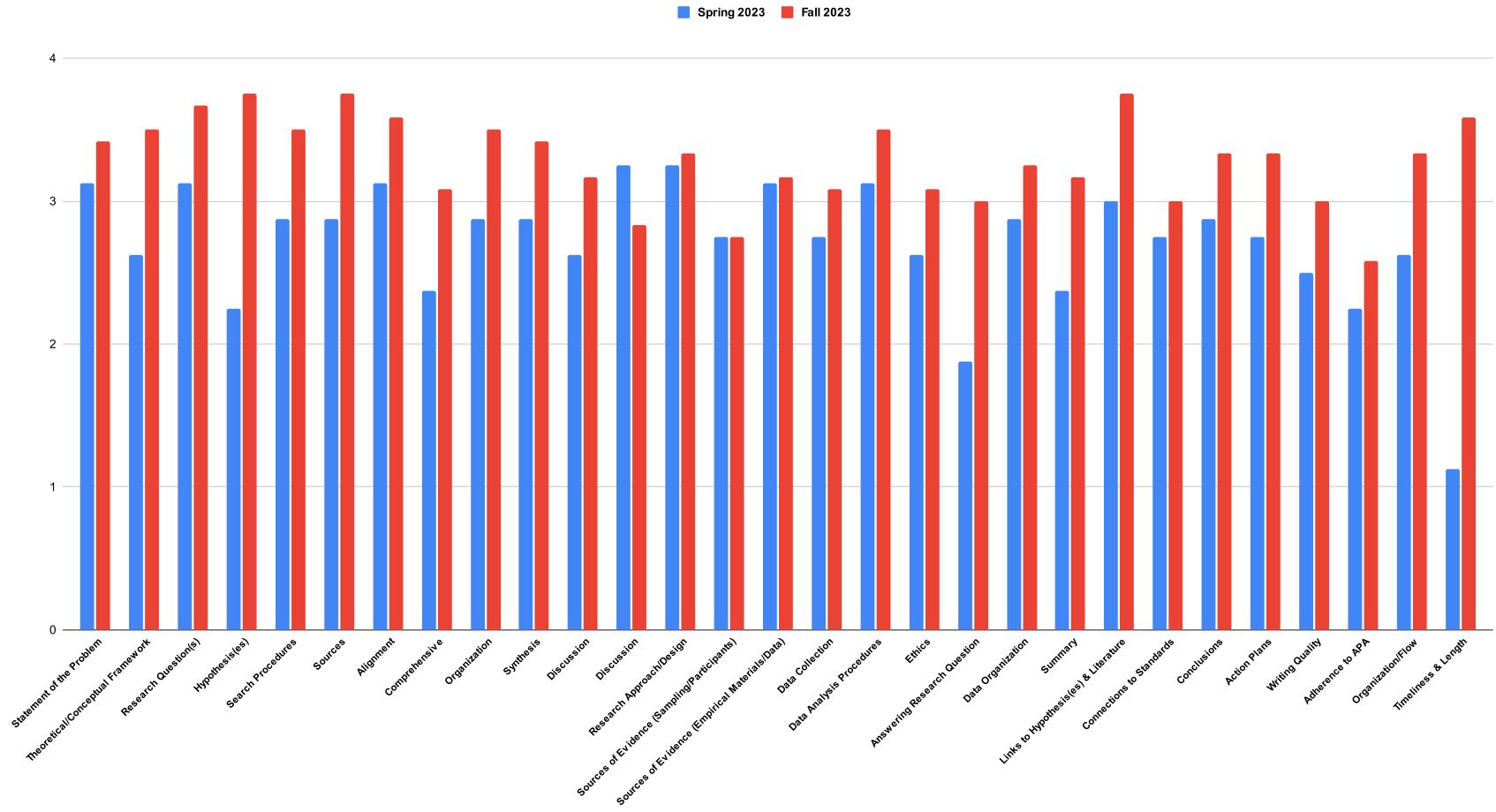
### Research Writing Rubric - Initial (EG5083)



### Research Writing Rubric - Advanced (EG 5363, EG 5383, EGSE 5063)



## Research Writing Rubric - Advanced (EG 5363, EG 5383, EGSE 5063)



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Advanced Program**

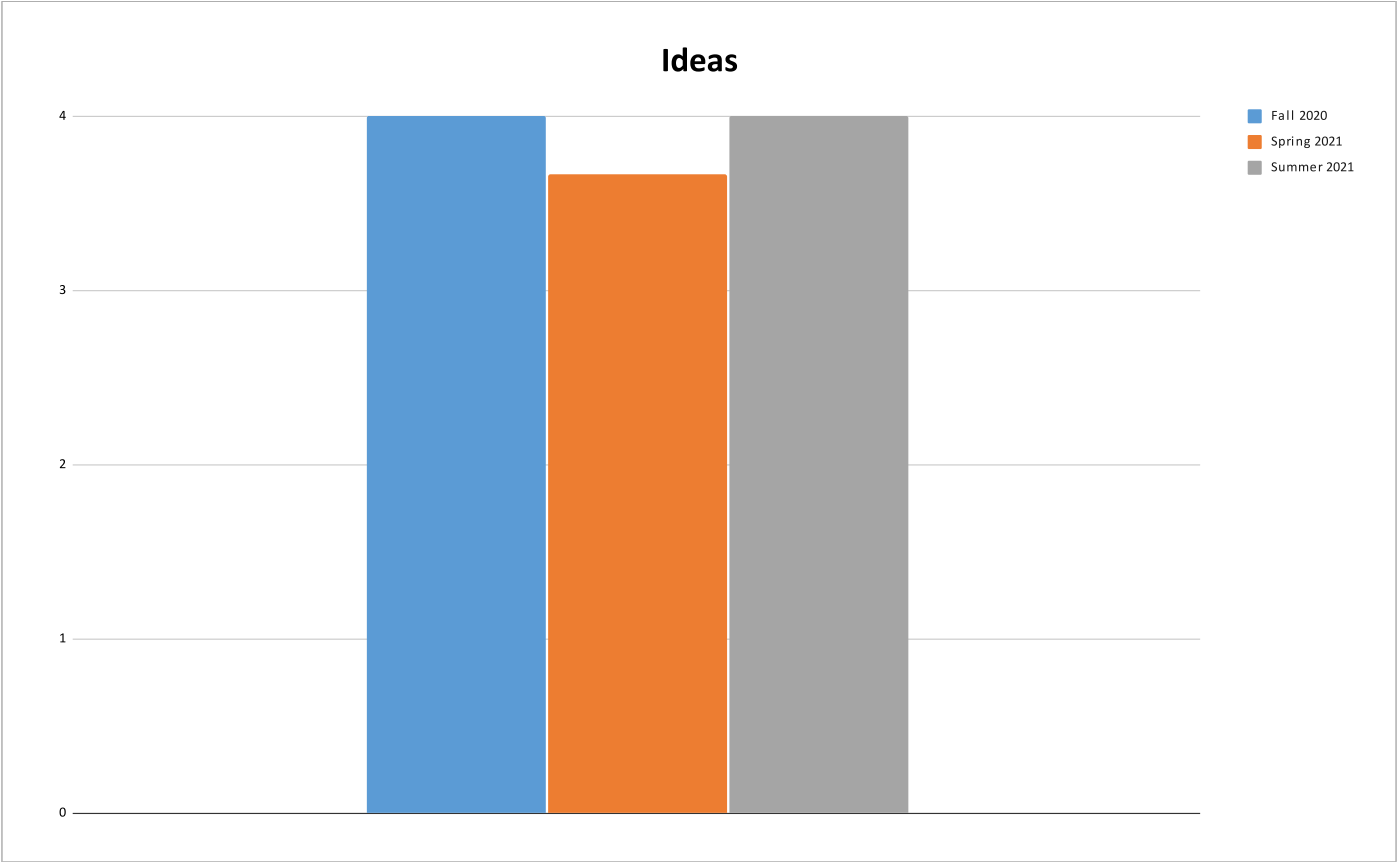
**DEPARTMENT:**  
Education Specialist

**TEAM MEMBERS:**  
Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond

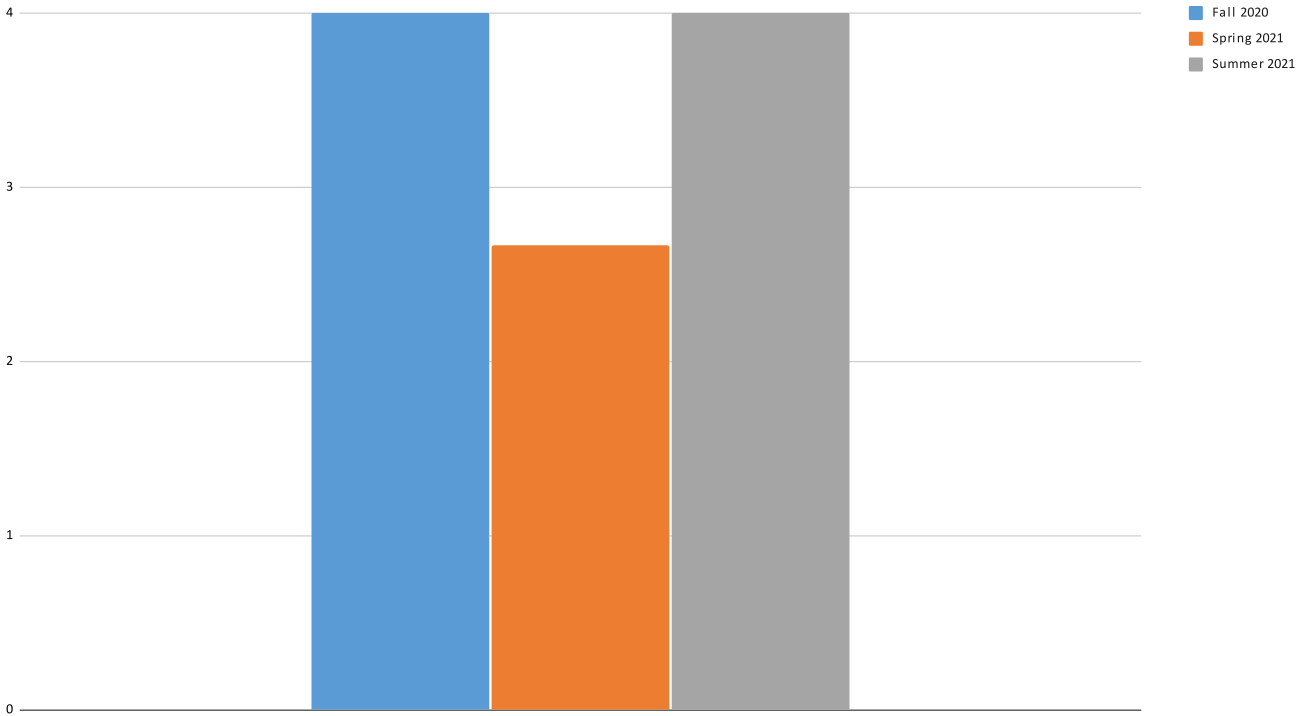
<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>INDICATORS:</b>	<b>GOAL:</b>
Education Specialist Project assessed with Writing Rubric in EG 6913 Education Specialist Project II; Fall 2022 New Research Paper Rubric	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: Due to COVID-19, half of the candidates were not able to complete the assignment requirements (received IP). Thus, data may not be representative of the cohort.  Recommendation: Faculty will resume data analysis next semester.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis: Only one candidate enrolled in the course as an independent study this summer. This candidate earned 4.0/4.0 in all components, except for Conventions, where 3.0/4.0 was earned. Because of the small N size, comparisons may not be generalizable.</u>  Recommendation: Faculty want to monitor success once a larger sample size completes this course.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	For the one candidate enrolled, mean scores in all areas except for Conventions were 4.0/4.0. We anticipate that future candidates will also demonstrate strong scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis: Fifteen candidates enrolled in this course. All candidates earned exemplary (4.0/4.0) across measured areas on the Writing Rubric.</u>  Recommendation: No changes planned at this time.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	All candidates earned 4.0/4.0 across all measured areas. We anticipate that future candidates will also perform strongly.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<u>Analysis:</u> In this semester, candidate scores dropped in all areas of the rubric. Conventions dropped from 4.0 to 2.6/4.0 and will become a <u>Target area.</u>  <u>Recommendation:</u> Faculty will intentionally provide specific feedback regarding Conventions to candidates.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidates scores dropped in all measured areas. We anticipate an increase in scores.
Summer 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

Analysis: Faculty were pleased to observe that scores on all components rose to a mean score of 4.0/4.0 (desired trend). <u>Recommendation: Intentional feedback will continue, as it supported candidate success.</u>	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores rose in all areas measured. We anticipate continued success for our candidates.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Research faculty developed a new research paper rubric that was implemented this semester. In its first iteration, candidates earned scores of 3.4/4.0 or stronger across all components. Recommendation: Faculty want to collect more data using this rubric before making changes.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: In this second iteration, candidates continue to earn strong scores above 3.0 (Proficient) across measured components. Recommendation: Faculty are pleased with the new rubric and have no changes planned at this time.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Based on candidate and faculty feedback, the research writing rubric will now be used in this course. In this first iteration, candidates earned strong scores above 3.0 (Proficient) across measured components. The lowest mean score is APA formatting (3.57/4.0). Recommendation: Faculty are directing candidates to an APA module offered by the library to support candidates with APA formatting.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: Overall mean is strong at 3.94/4.0 with the lowest mean still high above Proficient at 3.6/4.0. Recommendation: No changes at this time. Faculty will continue to collect data to track trends.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
Analysis: All scores are above 3.0/4.0 (Proficient). However, Participant Feedback decreased from last term. This will become a target area for next semester. Recommendation: Faculty will provide specific scaffolding to support candidates to provide participant feedback.	Internal and External	Writing Rubric in EG 6913 Education Specialist Project II	Budget	Ongoing at this time	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.



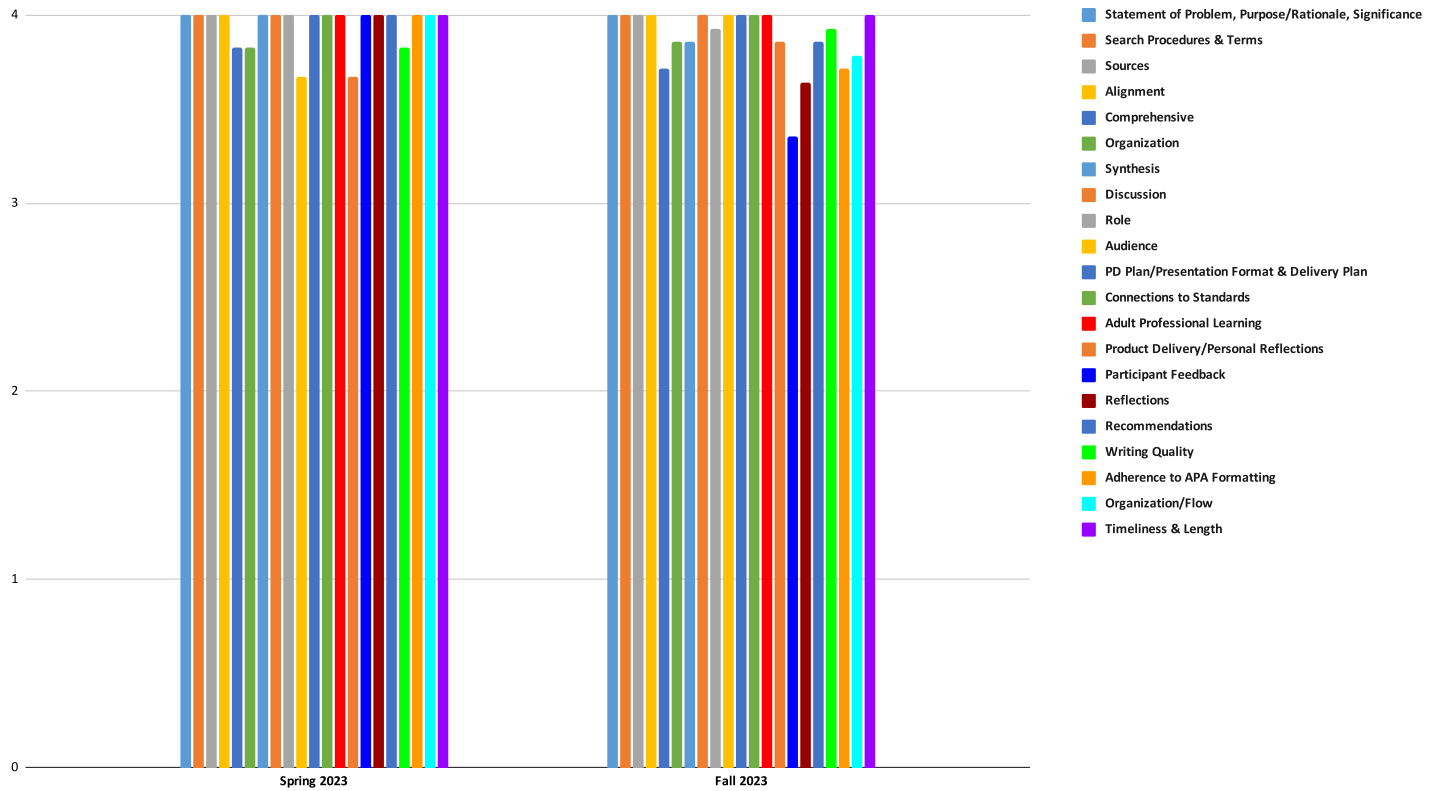
### Conventions



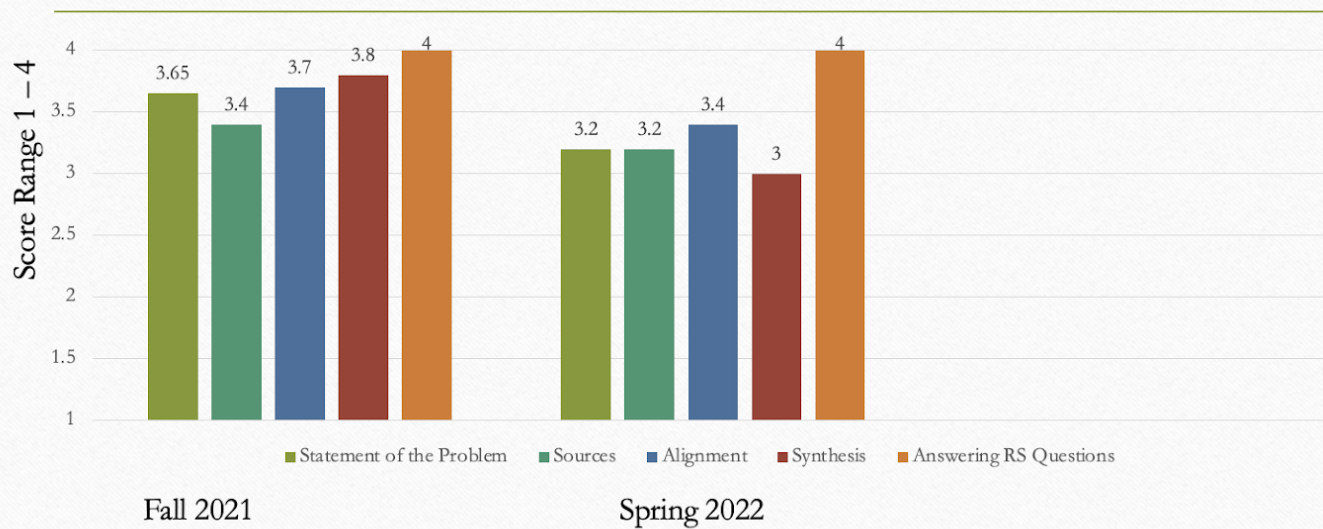




## ES Research Writing Rubric



# EdS PD Project Writing Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Advanced Program**

**DEPARTMENT:**  
Education Specialist

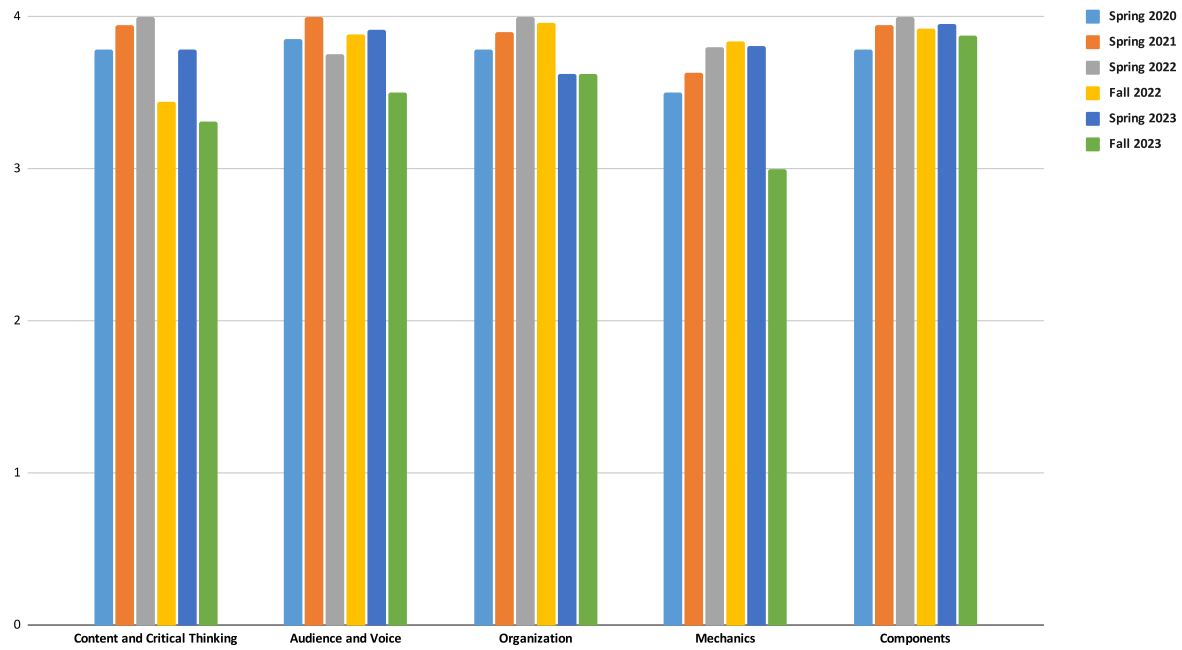
**TEAM MEMBERS:**  
Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will be able to develop plans for communication and parent-community engagement based on identified needs.	Baseline: 2020 - (Organization = 3.8; Mechanics = 3.8/4.0)
<b>INDICATORS:</b>	<b>GOAL:</b>
Parent & Community Plan Executive Summary assessed with Writing Rubric in EG 6263 School Community Relations (Formerly Communication & Community); Fall 2019 Action Plan rubric.	100% of students will score Proficient (3) or Exemplary (4) on the Writing Rubric in EG 6263 Communication & Community (Parent & Community Engagement Plan). This rubric has a score range of 1 to 4.

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p style="text-align: center;"><u>Analysis:</u></p> <p>In the second iteration of this rubric, candidates earned scores of 3.5 or stronger on each measured component, representing stronger scores compared to Fall 2019.</p> <p style="text-align: center;"><u>Recommendations:</u> Faculty are continuing to provide more examples of Components as this supported stronger student performance.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.8 to 4.0 /4.0. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p style="text-align: center;"><u>Analysis:</u></p> <p>Candidate component scores continue to be strong, ranging from 3.8 to 4.0/4.0 on average.</p> <p style="text-align: center;"><u>Recommendation:</u></p> <p>No changes planned at this time.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.8 to 4.0 /4.0. We anticipate an increase in scores.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p style="text-align: center;"><u>Analysis:</u></p> <p>In this semester, candidate scores remain above the goal of 3.0/4.0 on all measured components. However, Mechanics dropped to 3.1/4.0.</p> <p style="text-align: center;"><u>Recommendation:</u></p> <p>Faculty feedback will include a concerted focus on mechanics this term.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	All component scores are above the goal of 3.0/4.0. We anticipate an increase in scores.
Spring 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p style="text-align: center;"><u>Analysis:</u></p> <p>Candidate component scores continue to be strong, ranging from 3.75 to 4.0/4.0 on average.</p> <p style="text-align: center;"><u>Recommendation:</u></p> <p>No changes planned at this time.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.75 to 4.0 /4.0. We anticipate an increase in scores.
Fall 2022					

Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> Candidate component scores continue to be strong, ranging from 3.44 to 4.0/4.0 on average.</p> <p><u>Recommendation:</u> Though scores are above Proficient (3.0), faculty will meet to determine how to best support content knowledge produced in the Components area of the rubric, which yielded the weakest score (3.44/4.0).</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	Component scores ranged from 3.44 to 4.0 /4.0. We anticipate an increase in scores.
<b>Spring 2023</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> Candidate component scores continue to be strong, ranging from 3.62 to 4.0/4.0 on average.</p> <p><u>Recommendation:</u> Though scores are above Proficient (3.0), faculty will continue to support and provide feedback specifically on content knowledge and organization.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	All component scores are above the goal of 3.0/4.0. We anticipate candidates continuing score strongly on all components and increase on Content Knowledge and Organization.
<b>Fall 2023</b>					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p><u>Analysis:</u> All components of the rubric were at or above 3.0/4.0 (Proficient). However, the Mechanics score was just at 3.0, lower than the other measured components. Mechanics will become a target area for future. <u>Recommendations:</u> Faculty will provide more specific feedback to candidates regarding Mechanics on formative submissions.</p>	Internal and External	Writing Rubric in EG 6263 Communication & Community	Budget	Ongoing at this time	All component scores are at or above the goal of 3.0/4.0. We anticipate candidates continuing score strongly on all components and increase on Mechanics.

### Action Plan Rubric (Advanced)



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Advanced Program

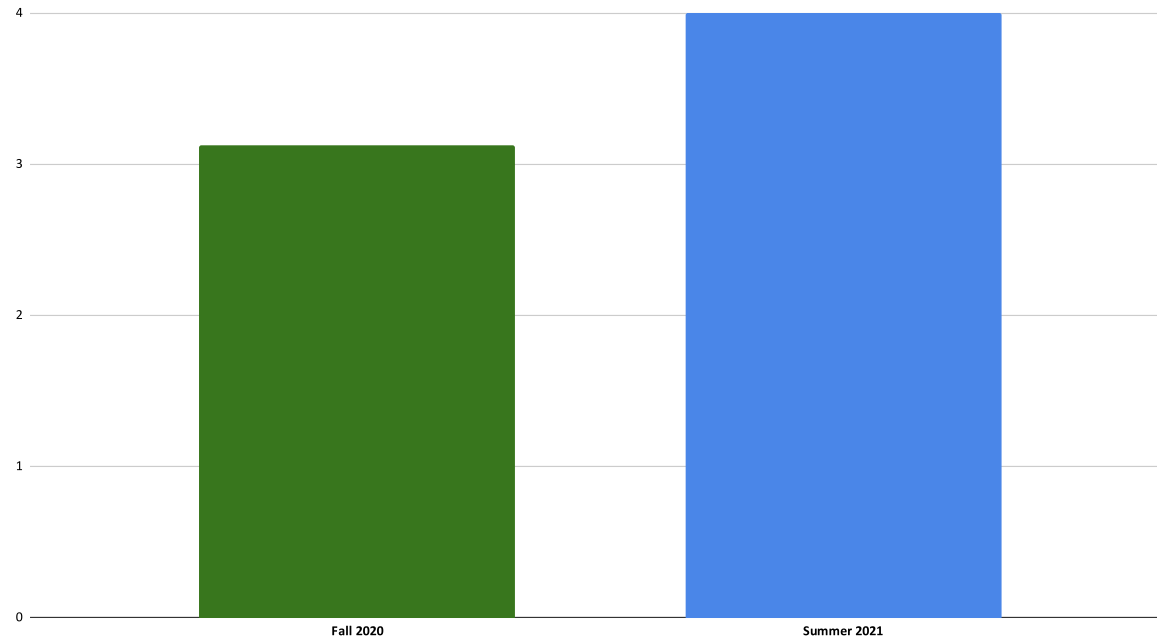
**DEPARTMENT:**  
Education Specialist

**TEAM MEMBERS:**  
Cayce, Milligan, Foreman, Parker Peters, Walrond

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will be able to reflect on personal leadership philosophy and style and identify personal leadership strengths and challenges.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - (3.125/4.0)
<b>INDICATORS:</b> Leadership Strengths Analysis assessed with Writing Rubric in EG 6233 Leadership Behavior & Practice; Spring 2022 changed to a Personal Leadership Philosophy Paper assessed with the Leadership Reflection Rubric.	<b>GOAL:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Writing Rubric in EG 6233 Leadership Behavior & Practice (Leadership Reflection). This rubric has a score range of 1 to 4.

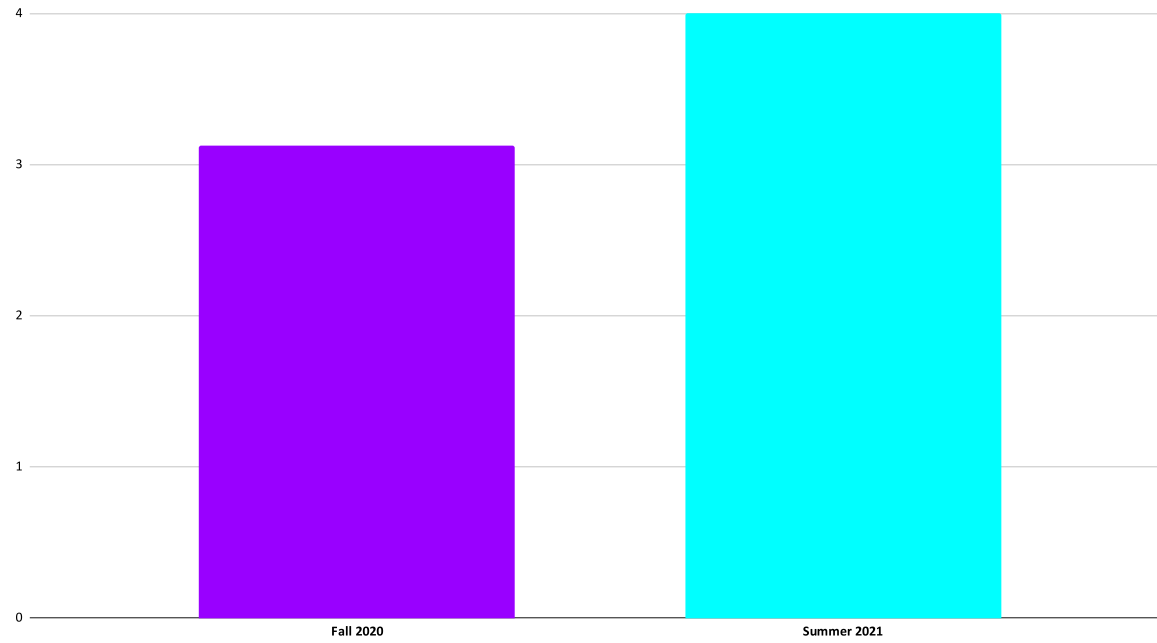
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty reviewed candidate performance and noted the drop to a mean of 3.125/4.0 across all measured components. This is still above 3.0/4.0, which is considered Proficient. However, scores have dropped.</p> <p>Recommendation: Faculty will review course practices. This is the first time this course was taught since the onset of COVID-19, which may have impacted course delivery.</p>	Internal and External	Writing Rubric in EG 6233 Leadership Behavior & Practice	Budget	Ongoing at this time	Candidates continue to earn high scores on the components of the key assignment (3.0 /4.0 or higher). We anticipate continued success on this assignment.
Summer 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty are pleased upon observation that all component scores rose to 4.0/4.0 this term (desired trend).</p> <p>Recommendation: No additional changes planned.</p>	Internal and External	Writing Rubric in EG 6233 Leadership Behavior & Practice	Budget	Ongoing at this time	Candidate scores rose in all component areas. We expect continued success for candidates.
Fall 2022					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Faculty were pleased that mean component scores on the Leadership Reflection were between 3.34 and 3.9/4.0, all of which are above Proficient (3.0).</p> <p>Recommendation: Faculty will continue to meet as a PLC and share resources to support consistency in content and feedback.</p>	Internal and External	Writing Rubric in EG 6233 Leadership Behavior & Practice	Budget	Ongoing at this time	Candidates continue to perform at proficient level or stronger. We anticipate continued success for our candidates.
Spring 2023					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>See Megan's response on M.Ed. Level. Only 3 candidates on Ed.S. Level</p>	Internal and External	Writing Rubric in EG 6233 Leadership Behavior & Practice	Budget	Ongoing at this time	

## Organization

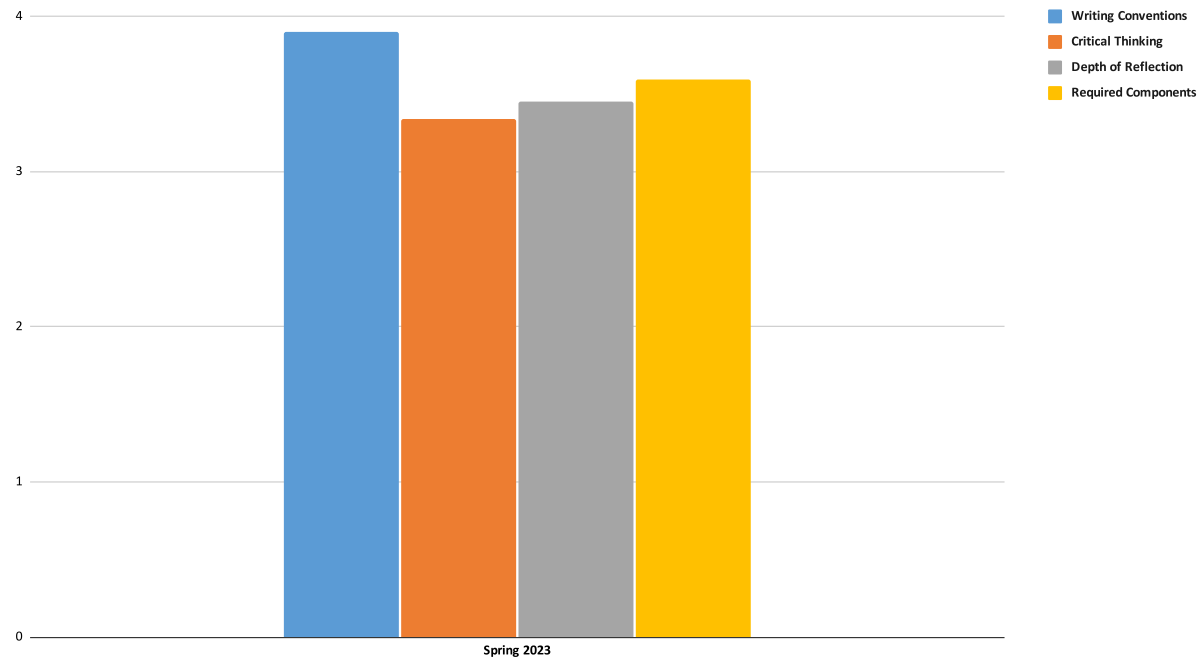




### Ideas (EdS)



### Leadership Reflection Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Special Education ( Advanced)**

**TEAM MEMBERS:**

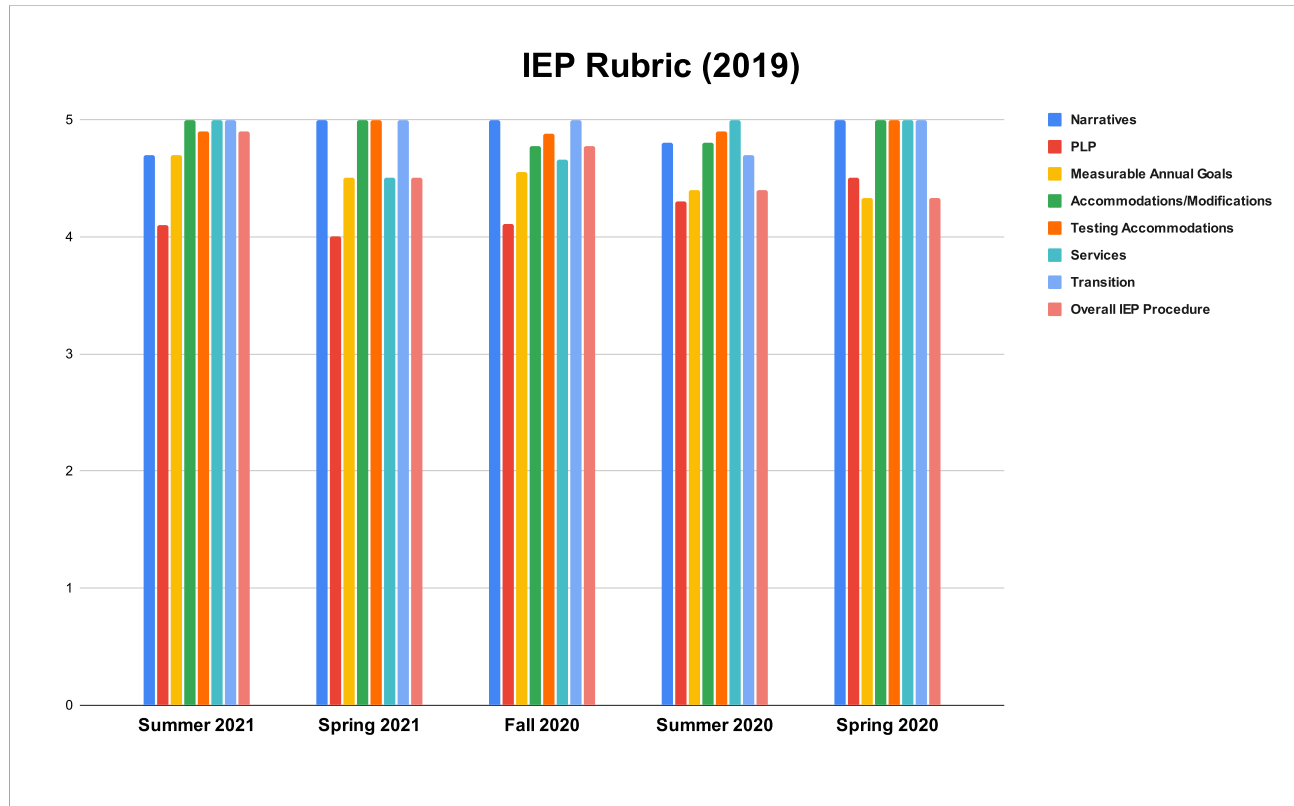
Garcia, Hampton, Harper, Parker Peters, Pryor-Graves,  
 Shields

<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will develop Individual Education Plans based upon state standards that involve:	Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0
<ol style="list-style-type: none"> <li>1. The use of present levels of performance.</li> <li>2. Relevant and incremental goals/objectives.</li> <li>3. Progress monitoring through valid and reliable formative and summative measures.</li> </ol>	
<b>INDICATORS:</b>	<b>GOAL:</b>
Individual Education Plan assessed with IEP Rubric in EGSE 5033 Special Education Law.	

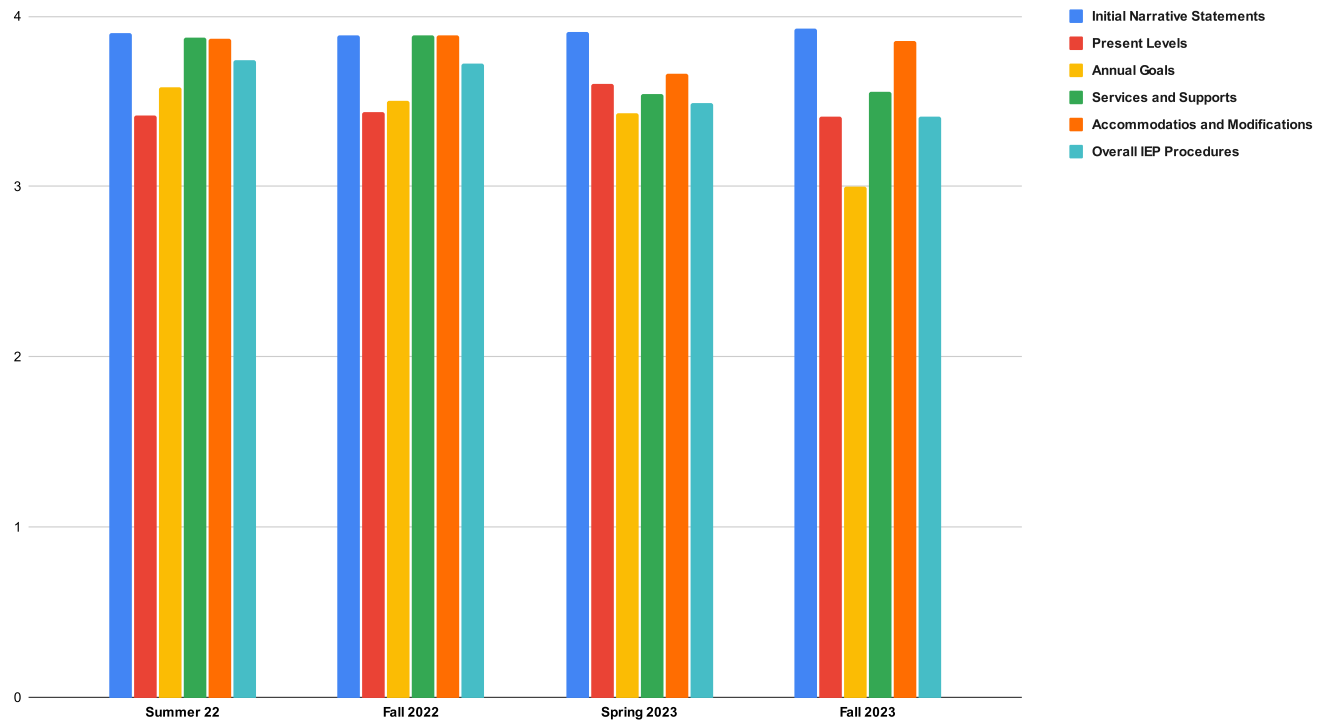
Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: With the second use of the new rubric, students earned scores of 4.3/5.0 or stronger on all measured components, representing an increase in scores (desired trend).  Recommendation: We will continue to use the new rubric and provide feedback based upon the aligned standards.	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Summer 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: SPED faculty reviewed candidate performance and were pleased that candidates earned scores of 4.3/5.0, which are high, stable scores demonstrating candidate success with the content.  Recommendation: No changes planned at this time.	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.1/5.0 across all measured components.  Recommendation: No changes planned at this time.	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness

<p>Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend).</p> <p>Recommendation: Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
<b>Summer 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty analyzed candidate performance and observed that scores were at least 4.0/5.0 across all measured components. Scores have risen or maintained in measured components (desired trend). Overall IEP score is 4.9/5.0.</p> <p>Recommendation: Faculty are aware that the CEC professional standards are updating, which may lead to some changes with the rubric. No other changes planned at this time.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.1/5.0 across components. We anticipate an increase in scores.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Faculty revised the rubric to be more consistent with other COE rubric scoring mechanisms. In addition, rubric components have been updated to new CEC standards. In this first iteration of the updated IEP rubric, candidates earned scores of 3.8/4.0 or stronger on all measured components, exceeding the goal of 3.0/4.0.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All components were 3.8/4.0 or stronger. We anticipate continued success for our candidates.
<b>Summer 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty observed that the score for Present Levels of Performance dropped to 3.4/4.0. This is still above the goal of 3.0/4.0 but is not as strong as the last data collection for this area. All other component scores are 3.5/4.0 or stronger.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Fall 2022</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Scores for the target area of Present Levels of Performance remain the lowest mean score at 3.44/4.0. All scores, including the target area, are above the 3.0/4.0 Proficient Threshold.</p> <p>Recommendations: No changes planned at this time.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>

<p>Analysis: Scores for the target area of Present Levels of Performance increased from 3.44/4.0 to 3.60. All scores, including the target area, are above the 3.0/4.0 Proficient Threshold. There was a decrease in Services and Supports from 3.89 to 3.54; and in Accommodations and Modifications from 3.89 to 3.66.</p> <p>Recommendations: Faculty will continue to collect data and monitor performance trends. Faculty with emphasize support and feedback on Present Levels, Annual Goals, Services and Supports, and Overall Procedures.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External Constituent</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated Completion</b>	<b>Measure of Effectiveness</b>
<p>Analysis of key assignment data showed faculty that performance on the Annual Goals metric is down but not below the goal of 3.0/4.0 (Proficient). The Accommodations and Modifications component score has risen (desired trend) from last semester. All component scores are 3.0/4.0 or stronger. Recommendation: Faculty will provide more, authentic examples of Annual Goals in addition to providing targeted, specific feedback for this component on candidate submissions of the key assignment.</p>	Internal and Eternal	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.



# IEP Rubric



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Special Education ( Advanced)**

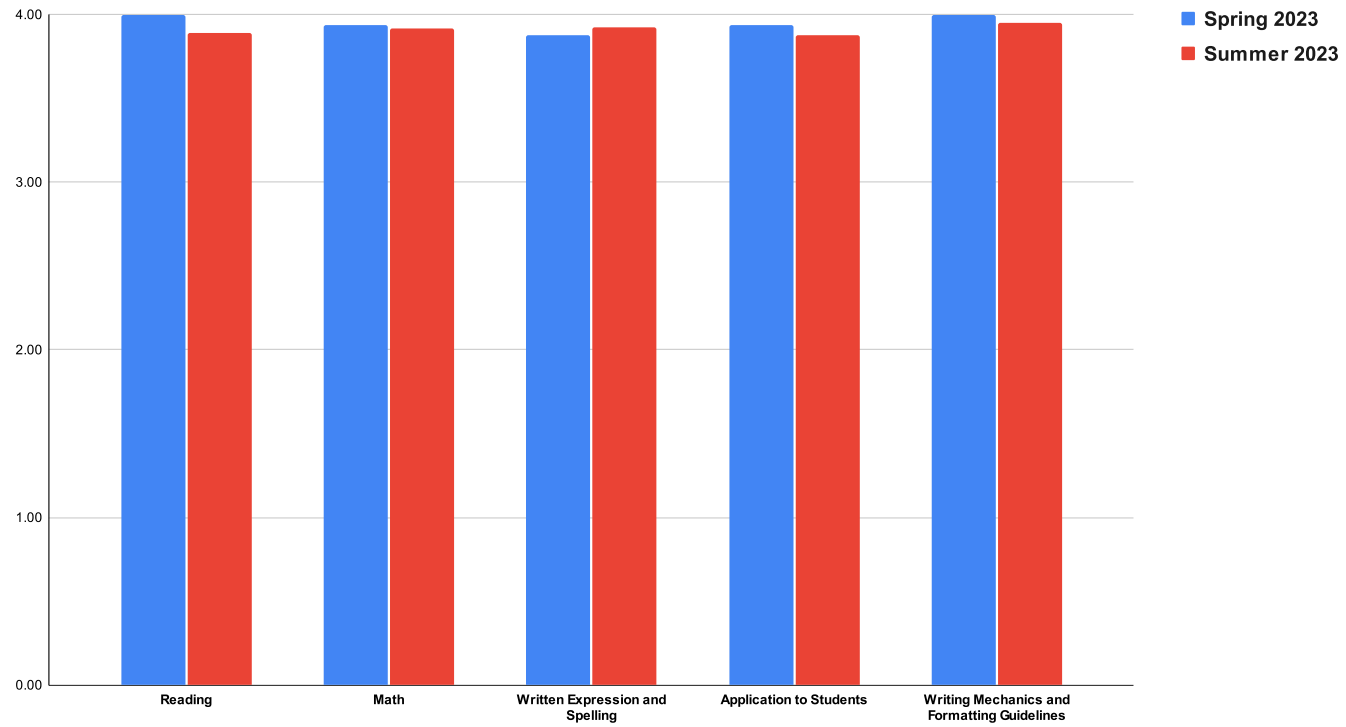
**TEAM MEMBERS:**

Garcia, Hampton, Harper, Parker Peters, Pryor-Graves,  
Shields

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will develop Individual Education Plans based upon state standards that involve:	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0
<ol style="list-style-type: none"> <li>1. The use of present levels of performance.</li> <li>2. Relevant and incremental goals/objectives.</li> <li>3. Progress monitoring through valid and reliable formative and summative measures.</li> </ol>	
<b>INDICATORS:</b> The culminating project rubric Lesson Plan assessed in EGSE 5043/6043 Special Education Methods.	<b>GOAL:</b>

Spring 2023					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.
Summer 2023					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
	Internal and External	IEP Rubric in EGSE 5033 Special Education Law	Budget	Ongoing at this time.	Mean scores were all at least 4.0/5.0 across components. We anticipate an increase in scores.

## Culminating Project Rubric





**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Educational Leadership**

**DEPARTMENT:**  
Graduate Advanced Program (Education Specialist)

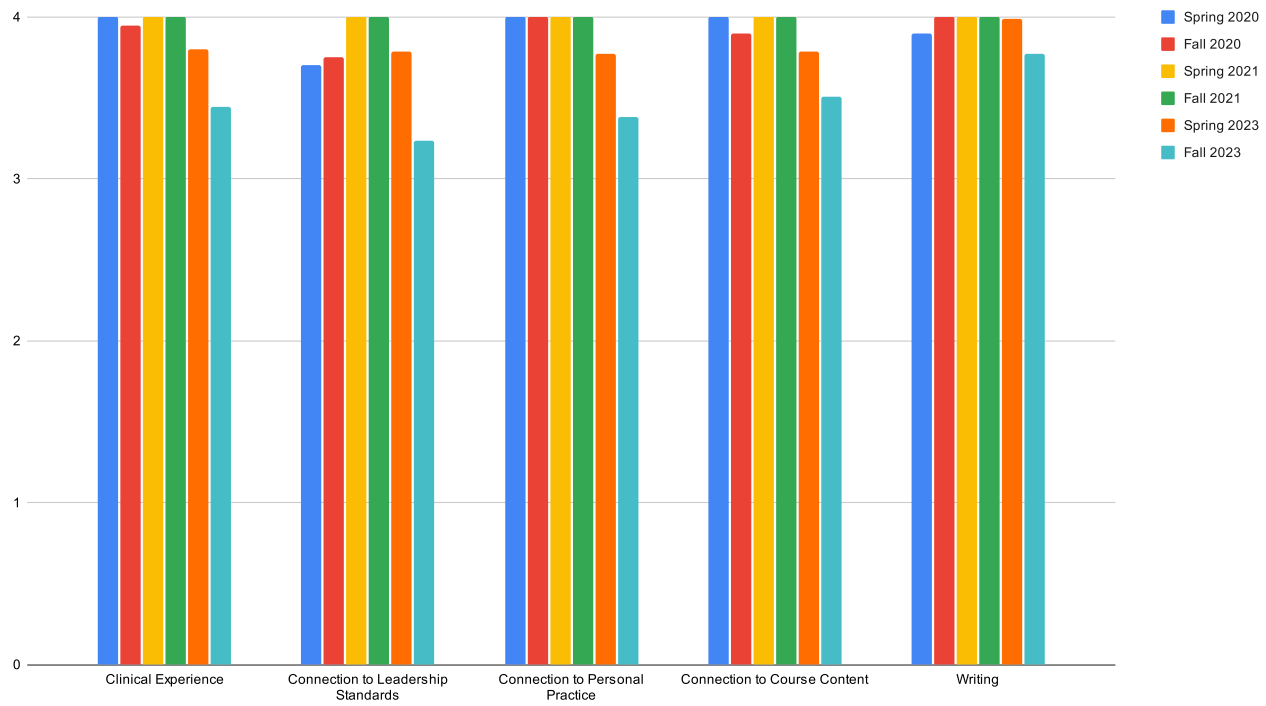
**TEAM MEMBERS:**  
Cochran, Fain, Milligan, Forman, Garcia, Parker Peters,  
Walrond

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will be able to demonstrate high quality leadership skills based on the Tennessee Instructional Leadership Standards (TILS), ISLLC	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - (Connections to Leadership Standards= 3.7/4.0)
<b>INDICATORS:</b> Lipscomb Competency Development Plan and Competency Evidence Form completed in all Organizational Leadership Courses (ORG) and	<b>GOAL:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Lipscomb Competency Rubric EG

Spring 2020					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p><u>Analysis:</u> With the revision of the Educational Leadership program, a new rubric assessment (Leadership Clinical Experience Reflection Rubric) was implemented for these courses this semester to more validly assess candidate competencies against the appropriate professional standards covered and measured in this course. In this first iteration, candidates performed strongly, earning scores of 3.5/4.0 or higher on all measured components.</p> <p><u>Recommendation:</u> Faculty will continue to use the new rubric and will look at the standards associated with "lower" component scores to ensure that standards are addressed adequately.</p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	In this first iteration of the new rubric, candidates earned scores of 3.5/4.0 or higher on all measured components. We anticipate an increase in scores.
Fall 2020					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p><u>Analysis:</u> Upon analysis, faculty observed that all component scores maintained or increased, demonstrating strong candidate performance. All component mean scores were 3.75/4.0 or higher.</p> <p><u>Recommendation:</u> Faculty will provide intentional guidance regarding connections to standards.</p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates earned scores of 3.75/4.0 or higher on all measured components. We anticipate an increase in scores.
Spring 2021					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p><u>Analysis:</u> Faculty analyzed key assessment data at the end of the term and saw that all candidates earned scores of 4.0/4.0 on average.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.
Fall 2021					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness

<p><u>Analysis:</u> Faculty analyzed key assessment data at the end of the term and saw that all candidates earned scores of 4.0/4.0 on average.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p><u>Analysis:</u> This spring's overall means did drop below the previous two semester means from 4.0 to 3.83/4.0. Scores still remain strong and well above the 3.0/4.0 proficient goal.</p> <p><u>Recommendation:</u> No changes planned at this time.</p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates scores Proficient or higher across all measured components. We expected continued success for candidates.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p><b><u>Analysis: Scores across all key assignment components have dropped across all measured components, though the scores are above 3.0/4.0 (Proficient) in all areas.</u></b></p> <p><b><u>Recommendation: Candidates will submit formative versions of the key assignment in order to receive multiple opportunities for feedback and improvement.</u></b></p>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates scores Proficient or higher across all measured components. We expected continued success for candidates.

**Leadership Clinical Experience Reflection Rubric**



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Educational Leadership**

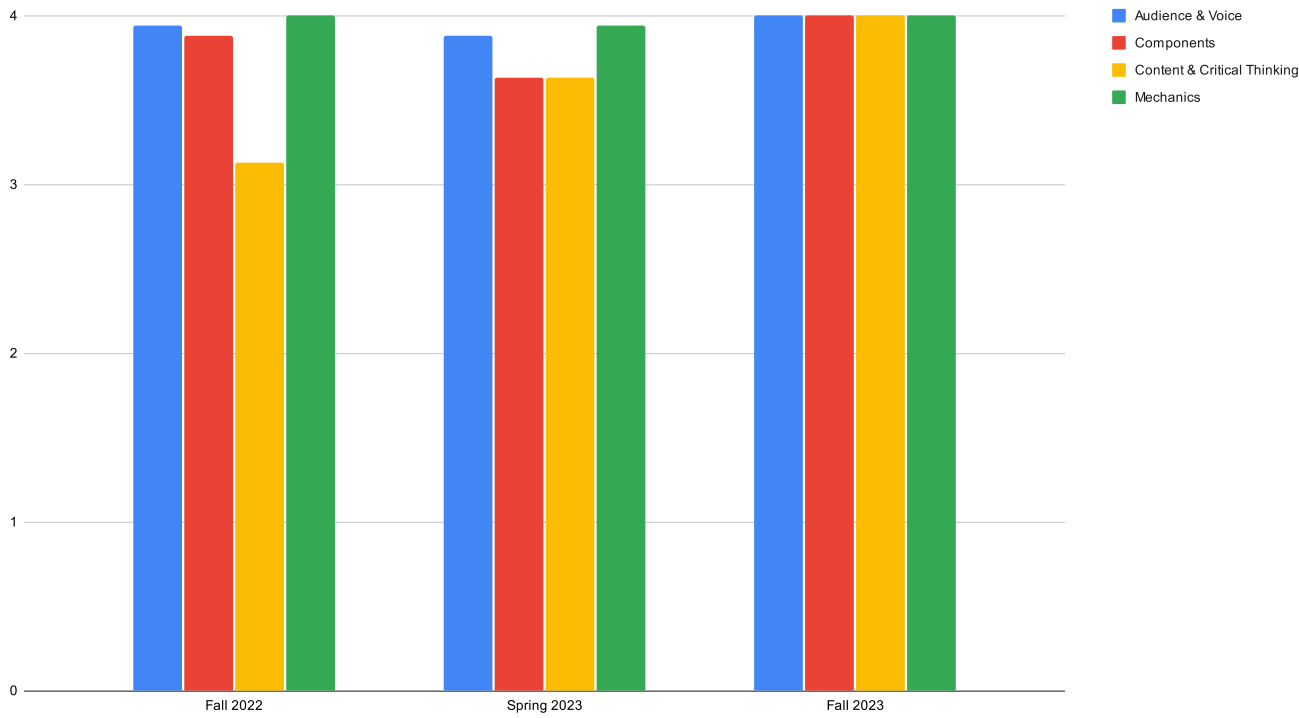
**TEAM MEMBERS:**

Cayce, Cochran, Milligan, Forman, Parker Peters,  
Walrond

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will be able to identify, evaluate, and promote effective instructional practice.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - (Sentence Fluency = 3.6/4.0) Do we have to set a new
<b>INDICATORS:</b> Students will create a reflective summary to relate instructional rubric with best practices assessed with <i>Leadership Reflection Rubric</i> in EG 5493/6493 Evaluating Instructional	<b>GOAL:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Writing

Fall 2019					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
Faculty examined candidate performance data at the end of the term. All component scores are above 3.5/4.0. The score for Word Recommendation: Faculty will score candidate key assignments using the previous and new rubric in this pilot semester but will provide candidate grades based on the previous rubric in this pilot semester. Feedback will be used for any needed edits as use of the new rubric begins in Spring 2020.	Internal and External	Writing Rubric in EG 5493/6493 Evaluating Instructional Practice	Budget	Ongoing at this time	Candidate performance is 3.5/4.0 or stronger in all areas. We anticipate an increase in scores.
Fall 2022					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<u>Analysis:</u> In this first iteration of using a SWOT analysis as they key assessment, using the Leadership Action Plan rubric, faculty were pleased that all component mean scores were 3.13/4.0 or stronger on average (3.0 Proficient). <u>Recommendation:</u> The lowest component was Content and Critical Thinking. In program meetings, faculty will examine what information and feedback are provided for this component to improve consistency for candidates.	Internal and External	EG 5253/6253 Organizational Planning and Change	Budget	Ongoing at this time	All component scores were above Proficient (3.0 /4.0). We anticipate continued success for candidates.
Spring 2023					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<u>Analysis:</u> Upon analysis, faculty were pleased to see all components means well above the 3.13/4.0 goal. <u>Recommendation:</u> No changes at this time. Faculty will continue to collect data and observe trends.	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All component scores were above Proficient (3.0 /4.0). We anticipate continued success for candidates.
Fall 2023					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<u>Analysis:</u> Upon analysis, faculty were pleased to see all components means well above the 3.0/4.0 goal. <u>Recommendation:</u>	Internal and External	Writing Rubric EG 5563/6553, 5573/6573, and 5583/6583	Budget	Ongoing at this time	All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.

### Leadership Action Plan - SWOT



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Educational Leadership

**TEAM MEMBERS:**

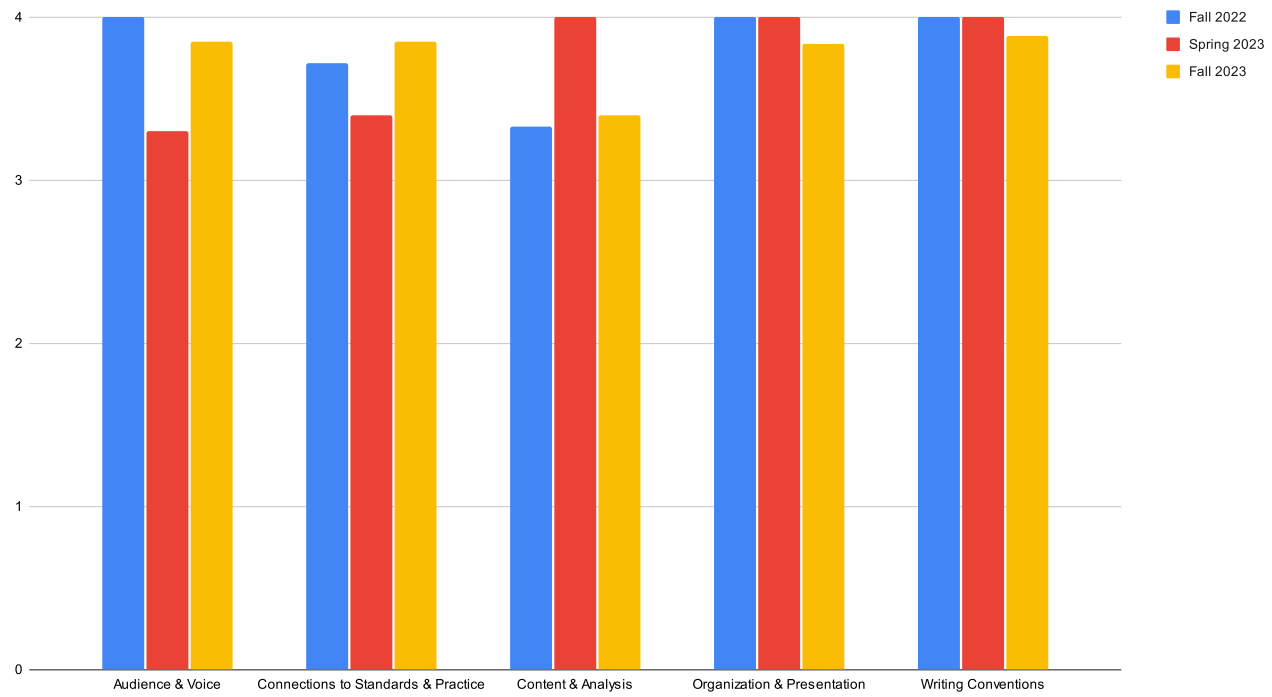
Cayce, Cochran, Fain, Milligan, Forman, Garcia, Parker Peters, Walrond

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will be able to analyze a school's achievement and value-added data to determine strengths and weaknesses and create a plan for action.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline: 2020 - (100% Successfully Completed); Fall 2022 Candidates
<b>INDICATORS:</b> Students will successfully complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership; switch to <i>Faculty Meeting Presentation rubric</i> in Fall 2022.	<b>Goal:</b> 100% of students will successfully complete the TVAAS Assessment

Spring 2020					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: The TVAAS module was used for the final time before changing to the newly-created TVAAS module. In this final iteration, all candidates demonstrated proficient performance.</p> <p>Recommendation: Faculty will compare candidate performance and outcomes from this rubric to new rubric in the following semester to assess validity and utility of the new assessment.</p>	Internal and External	Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership	Budget	Ongoing at this time.	100% of students continue to complete the module successfully.
Summer 2020					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: Faculty implemented the new TVAAS module this summer. Candidates responded positively to the change, and 100% completed the new module successfully.</p> <p>Recommendation: No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>	Internal and External	Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership	Budget	Ongoing at this time.	100% of candidates completed the new module successfully. We anticipate continued success for candidates.
Spring 2021					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p>Recommendation: In the Research PLC, faculty discuss providing standardized data to all candidates to create equivalent experience for all learners. This would also streamline assessment for faculty.</p>	Internal and External	Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership	Budget	Ongoing at this time.	100% of candidates completed the new module successfully. We anticipate continued success for candidates.
Summer 2021					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: Candidates continue to succeed with this key assignment. 100% of candidates completed with success this term.</p> <p>Recommendation: No planned changes at this time.</p>	Internal and External	Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership	Budget	Ongoing at this time.	100% of candidates completed the new module successfully. We anticipate continued success for candidates.
Fall 2021					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness

<p>Recommendation: No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>	<p>Internal and External</p>	<p>Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership</p>	<p>Budget</p>	<p>Ongoing at this time.</p>	<p>"100% of candidates completed the new module successfully. We anticipate continued success for candidates." "</p>
<p align="center"><b>Plan of Action</b></p>					
<p>Recommendation: No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>	<p>Internal and External</p>	<p>Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership</p>	<p>Budget</p>	<p>Ongoing at this time.</p>	<p>100% of candidates completed the new module successfully. We anticipate continued success for candidates.</p>
<p align="center"><b>Plan of Action</b></p>					
<p>Recommendation: No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>	<p>Internal and External</p>	<p>Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership</p>	<p>Budget</p>	<p>Ongoing at this time.</p>	<p>100% of candidates completed the new module successfully. We anticipate continued success for candidates.</p>
<p align="center"><b>Plan of Action</b></p>					
<p>Recommendation: No changes planned at this time. Faculty plan to use the module in the coming semester and integrate into course learning.</p>	<p>Internal and External</p>	<p>Successful complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership</p>	<p>Budget</p>	<p>Ongoing at this time.</p>	<p>100% of candidates completed the new module successfully. We anticipate continued success for candidates.</p>

### Faculty Meeting Rubric





**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**English Language Learning**

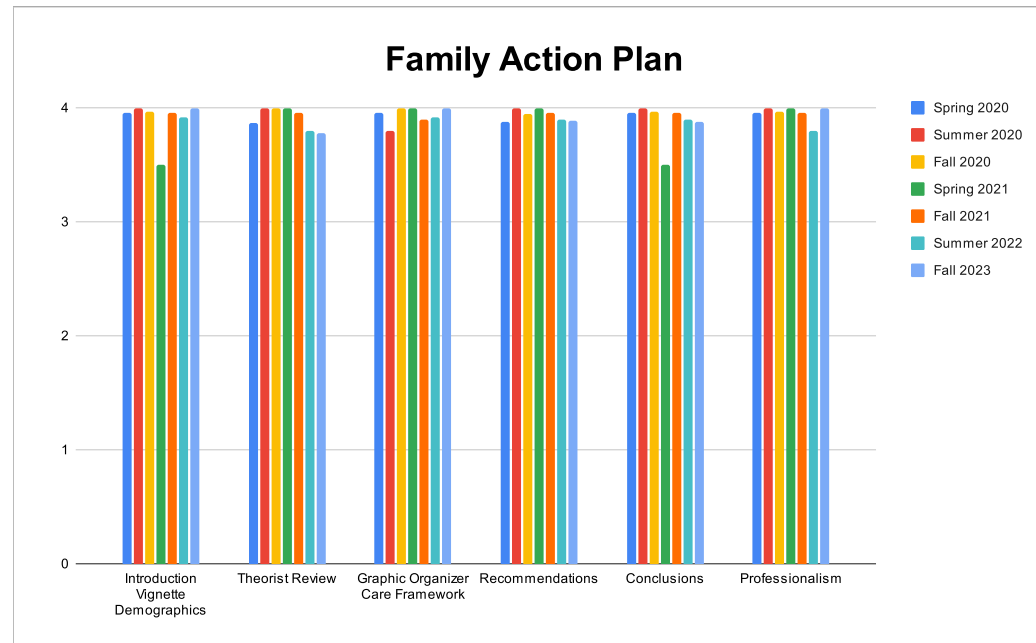
**TEAM MEMBERS:**

Fain, Milligan, Nie, Parker Peters

<p style="text-align: center;"><b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b></p> <p>Students will be able to develop a Family Engagement Plan for families of EL students of diverse educational, cultural, and social background, including students with special education needs.</p>	<p style="text-align: center;"><b><u>PRESENT LEVEL OF PERFORMANCE:</u></b></p> <p>Baseline: 2020 – Theorists; Recommendations 3.8/4.0 (rubric metric change to 1-4).</p>
<p style="text-align: center;"><b><u>INDICATORS:</u></b></p> <p>Family Engagement Plan assessed with Writing Rubric in EGEL 5053/6053 Culture &amp; Collaboration in the ELL Classroom.</p>	<p style="text-align: center;"><b><u>GOAL:</u></b></p> <p>100% of students will score Proficient (3) or Exemplary (4) on the Writing Rubric in EGEL 6053 Culture &amp; Collaboration in the ELL Classroom. This rubric has a score range of 1 to 4.</p>

<b>Spring 2020</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p style="text-align: center;">Analysis:</p> <p>Faculty modified the rubric to align with other COE rubrics this semester. It now has a 4-point scale. Mean scores this semester were 3.8/4.0 or stronger across measured components.</p> <p style="text-align: center;">Recommendations:</p> <p>No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate an increase in scores.
<b>Summer 2020</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p style="text-align: center;">Analysis:</p> <p>In the second use of the revised rubric, candidates earned scores of 3.5/4.0 or stronger across all measured components.</p> <p>Recommendation: No changes planned at this time as we continue to collect data on the new rubric.</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.5/4.0 or stronger on all measured components. We anticipate an increase in scores.
<b>Fall 2020</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p style="text-align: center;">Analysis:</p> <p>The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p style="text-align: center;">Recommendation:</p> <p>No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.9/4.0 or stronger on all measured components. We anticipate an increase in scores.
<b>Fall 2021</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p style="text-align: center;">Analysis:</p> <p>Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p style="text-align: center;">Recommendation:</p> <p>No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.9/4.0 or stronger on all measured components. We anticipate an increase in scores.
<b>Summer 2022</b>					

Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p>Analysis: ned scores of 3.8/4.0 on all measured components. Faculty are pleased with strong candidat</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate continued success for candidates.
Fall 2023					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p>Analysis: ned scores of 3.8/4.0 on all measured components. Faculty are pleased with strong candidat</p> <p>Recommendation: will continue to offer multiple opportunities for formative feedback to support candidate st</p>	Internal and External	Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.	Budget	Ongoing at this time	Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate continued success for candidates.



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**English Language Learning**

**TEAM MEMBERS:**

Fain, Milligan, Forman, Parker Peters

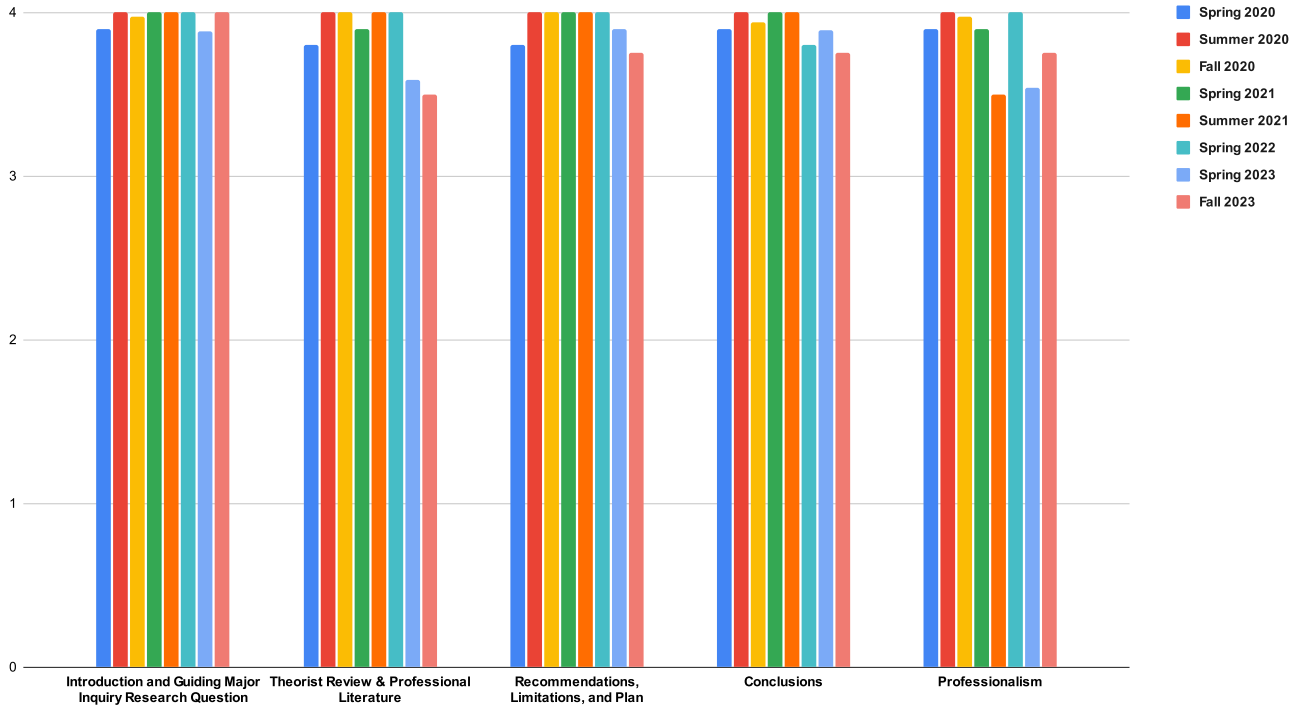
<p style="text-align: center;"><b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b></p> <p>Students will be able to complete a case study to analyze the needs of an EL child, including diagnosis of language learning needs and recommendations for instructional interventions.</p>	<p style="text-align: center;"><b><u>PRESENT LEVEL OF PERFORMANCE:</u></b></p> <p style="text-align: center;">Baseline: 2020 – Theories; Recommendations = 3.8/4.0</p>
<p style="text-align: center;"><b><u>INDICATORS:</u></b></p> <p>Case Study assessed with Writing Rubric in EGEL 5013/6013 Theory &amp; Practice in Second Language Acquisition</p>	<p style="text-align: center;"><b><u>GOAL:</u></b></p> <p>100% of students will score Proficient (3) or Exemplary (4). This rubric has a score range of 1 to 4.</p>

<b>Spring 2020</b>					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis: Faculty evaluated student performance on key assignments at the end of the term. Student scores on all components of the rubric were above 3.5/4.0 or stronger; this metric reflects the revision of this rubric to use the COE 1-4 rubric scale.</p> <p style="text-align: center;">Recommendation: The Writing Rubric will be changed and updated to include a more rigorous assessment in future semesters.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued growth on this assignment as the rubric increases its rigor.
<b>Summer 2020</b>					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis: EG 7133 was not taught this term. Three sections of EG 7103 were taught. In all sections, the mean score on the key assignment was above 90%, meeting expectations.</p> <p style="text-align: center;">Recommendation: No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success for candidates.
<b>Fall 2020</b>					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis: The revised rubric continues usage. Candidates earned scores of 3.9/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p style="text-align: center;">Recommendation: No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.
<b>Spring 2021</b>					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness

<p>Analysis: Upon analysis, faculty observed that candidates earned scores of 3.9/4.0 or stronger on all measured components. Faculty are pleased with strong candidate performance.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.
<b>Spring 2022</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty observed that candidates earned scores of 3.8/4.0 or stronger on all measured components. Faculty are pleased with strong candidate performance.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.
<b>Spring 2023</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty observed that all component scores lowered to an overall average 3.76 from a 4.0. Theorist Review &amp; Professional Literature mean is 3.59/4.0 and Professionalism mean is 3.54/4.0. Scores are still meeting proficient level or higher.</p> <p>Recommendation: Faculty will provide support and feedback specific to Theorist Review &amp; Professional Literature and Professionalism. Faculty will continue to collect data to track trends.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	We anticipate an increase in scores.
<b>Fall 2023</b>					
<b>Plan of Action</b>	<b>Internal/External</b>	<b>Source of Data</b>	<b>Resources Required</b>	<b>Estimated</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Upon analysis, faculty observed that all component scores continued to be above 3.5/4.0 (goal). Scores are still meeting proficient level or higher.</p> <p>Recommendation: Faculty will provide support and feedback specific to candidate needs on formative submissions. Faculty will continue to collect data to track trends.</p>	Internal and External	Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition.	Budget	Ongoing at this time	Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.

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### Major Inquiry (EGEL 5013/6013)



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**English Language Learning**

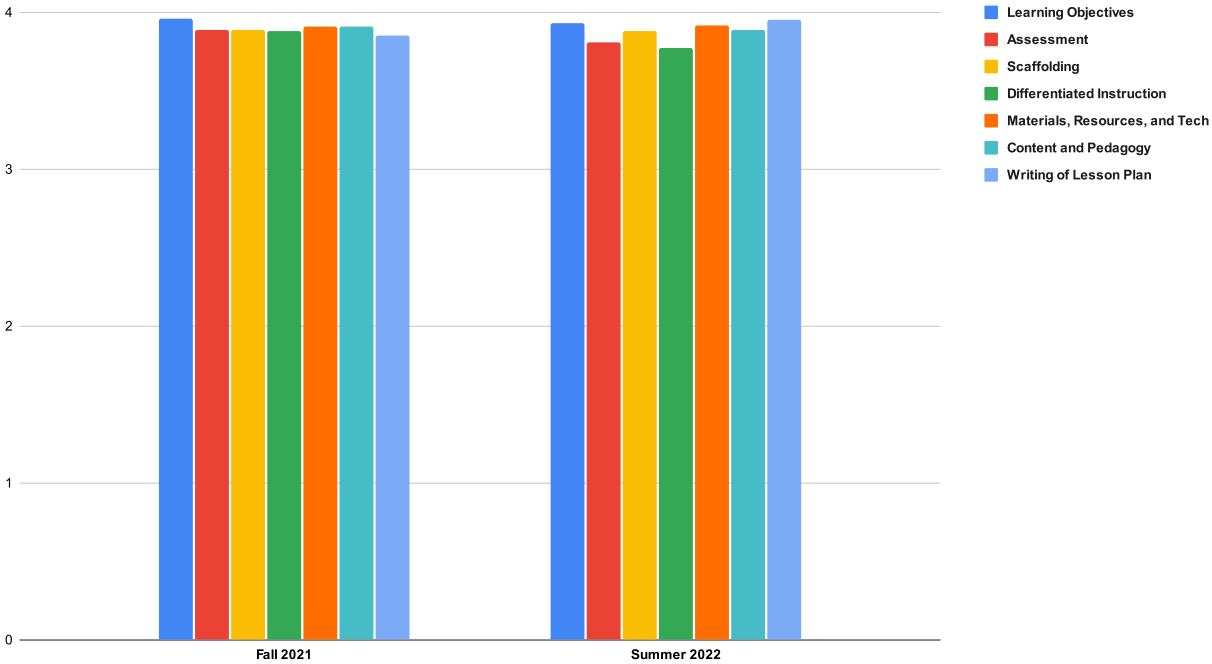
**TEAM MEMBERS:**

Fain, Forman, Garcia, Hebert, Parker Peters

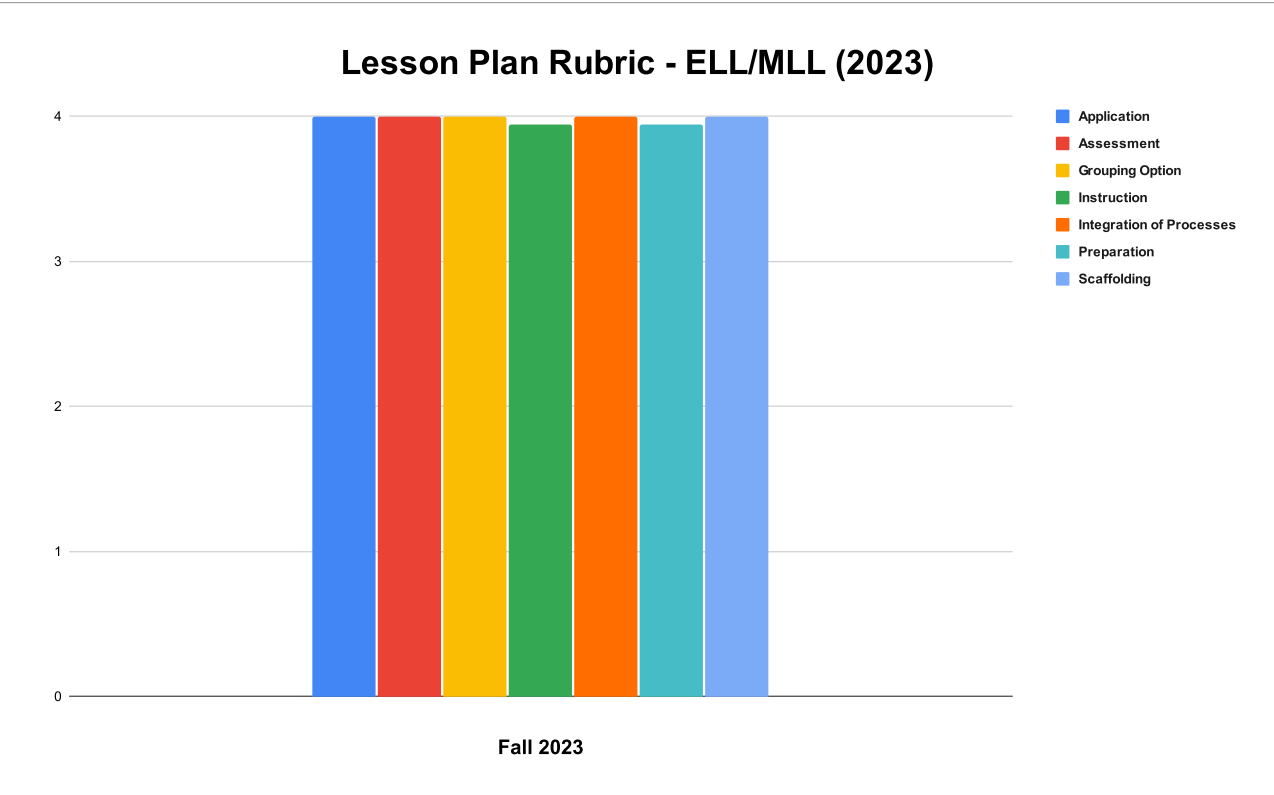
<b>OPPORTUNITY FOR IMPROVEMENT:</b>	<b>PRESENT LEVEL OF PERFORMANCE:</b>
Students will be able to complete a lesson plan tailored to the needs of an EL class, including modifications for language learning needs and recommendations for instructional interventions.	Baseline: 2021 –Assessment 3.89/4.0; Learning Objectives 3.96; Content and Pedagogy 3.91
<b>INDICATORS:</b>	<b>GOAL:</b>
Lesson Plan assessed with SIOP Lesson Plan Rubric in EGEL 5043/6043 Curriculum in Second Language Acquisition.	100% of students will score Proficient (3) or Exemplary (4). This rubric has a score range of 1 to 4.

Fall 2021					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> Faculty evaluated student performance on the key assignment lesson plan at the end of the term. This course and key assignment was added to our CIP this term to better assess candidate growth and competencies across the ELL program. Student scores on all components of the rubric were above 3.5/4.0 or stronger; this metric reflects the revision of this rubric to use the COE 1-4 rubric scale.	Internal and External	ELL Lesson Planning Rubric in EGEL 5043/6043	Budget	Ongoing at this time	Candidates displayed a strong performance on all areas of the key assignment. We anticipate continued growth on this assignment.
<p style="text-align: center;">Recommendation:</p> No changes planned at this time.					
Summer 2022					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> Faculty evaluated the lesson plan key assignment at the end of the term and were pleased that the mean component scores were all 3.77/4.0 or stronger (above 3.0 Proficient; desired trend).	Internal and External	ELL Lesson Planning Rubric in EGEL 5043/6043	Budget	Ongoing at this time	Candidates displayed a strong performance on all areas of the key assignment (3.7 or stronger). We anticipate continued growth on this assignment.
<p style="text-align: center;">Recommendation:</p> No changes planned at this time.					
Fall 2023					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> A new rubric was introduced to more specifically assess the professional standards associated with this course. In the first iteration, candidates scored above 3.0 /4.0 (Proficient) across measured components. Recommendation: Faculty will continue to scaffold learning on this key assignment and connect to professional standards.	Internal and External	ELL Lesson Planning Rubric in EGEL 5043/6043	Budget	Ongoing at this time	Candidates displayed a strong performance on all areas of the key assignment (3.7 or stronger). We anticipate continued growth on this assignment.

### ELL Lesson Plan Rubric (2022)



### Lesson Plan Rubric - ELL/MLL (2023)





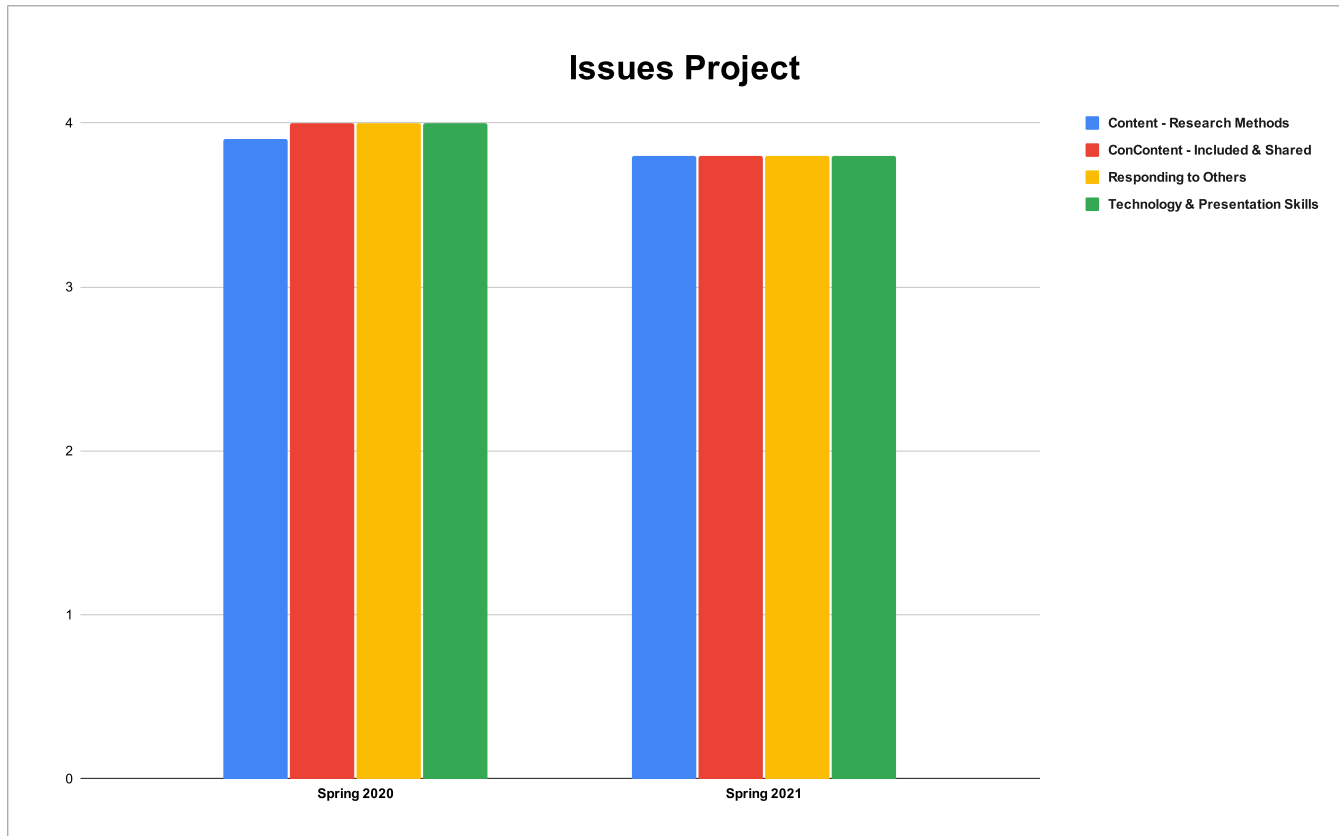
**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Gifted Education**

**TEAM MEMBERS:**  
Mofield, Parker Peters

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will identify and research a topic in the field of gifted education. They will use at least 3 peer-reviewed sources to learn more about this	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline – Summer 2020. Issues presentation = 95 points (out of 100; 3.5/4.0)
<b>INDICATORS:</b> Issues Project assessed with Issues assignment rubric in EG 5593 Characteristics and Needs of Gifted Learners; Spring 2022 switch to Advocacy Plan assignment in EG 5693 Issues & Advocacy in Gifted Education & Special Populations.	<b>GOAL:</b>

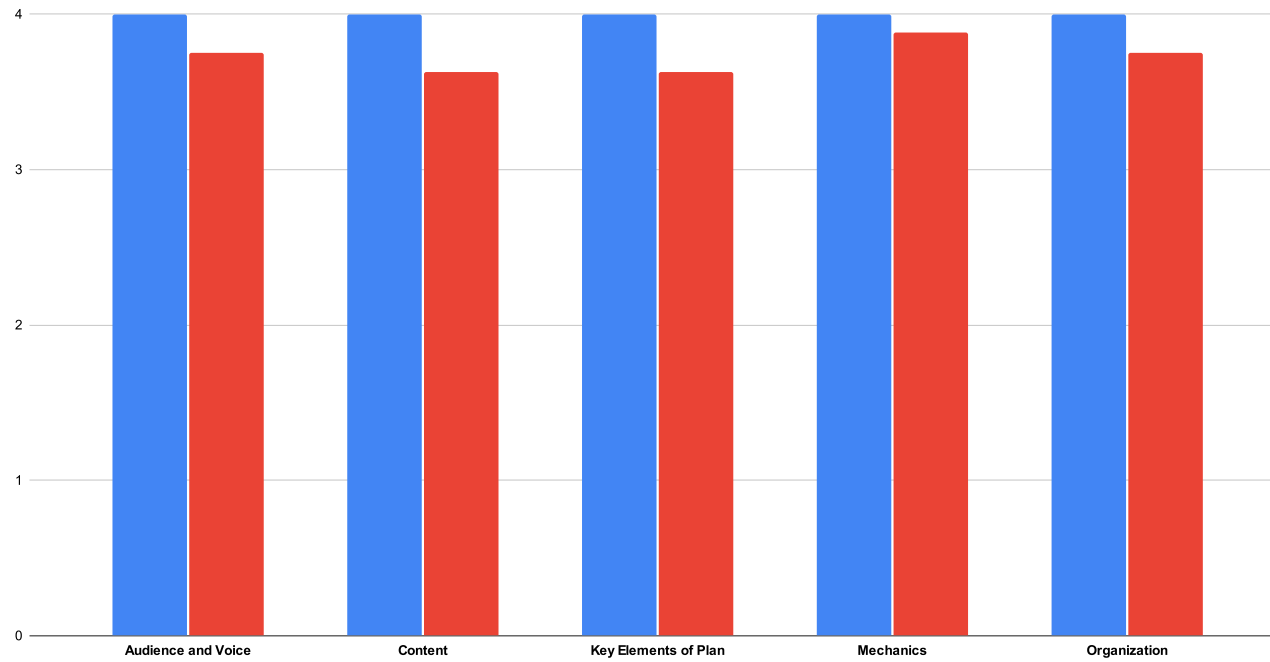
Summer 2020					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<u>Analysis: At the end of the term, faculty examined the candidates' performance on the key assignment and observed that all candidates earned scores of 3.9/4.0 or stronger on all measured components.</u>  <u>Recommendation: No changes planned at this time. This assignment proves to be rigorous and produces positive candidate outcomes.</u>	Internal and External		Budget		Candidate scores are strong (above 3.5/4.0 in all measured areas). We anticipate continued growth for candidates.
Summer 2021					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<u>Analysis:</u> Faculty examined candidate performance at the end of the term and were pleased that all component scores were 3.5/4.0 or stronger on average.  <u>Recommendation: Faculty are pleased with candidates' continued success. However, program directors are planning to change this metric to an advocacy plan in 2022 to better align with program objectives.</u>	Internal and External		Budget		Candidate scores are strong (above 3.5/4.0 in all measured areas). We anticipate continued growth for candidates.
Spring 2022					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness
<u>Analysis:</u> In this first iteration of the new Advocacy Plan assignment, candidates earned scores of 4.0/4.0 across all rubric components.  <u>Recommendation: No changes planned at this time.</u>	Internal and External		Budget		Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.
Spring 2023					
Plan of Action	Internal/External	Source of Data	Resources Required	Estimated	Measure of Effectiveness

<p><u>Analysis:</u>  <u>Upon analysis, faculty observed each component did decrease from previous semester but all are scores are still strong and above the desired target (above 3.5/4.0 in all measured areas).</u></p> <p><u>Recommendation: No changes planned at this time.</u></p>	Internal and External		Budget		Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.
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## Advocacy Plan Rubric

■ Spring 2022 ■ Spring 2023



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Gifted Education**

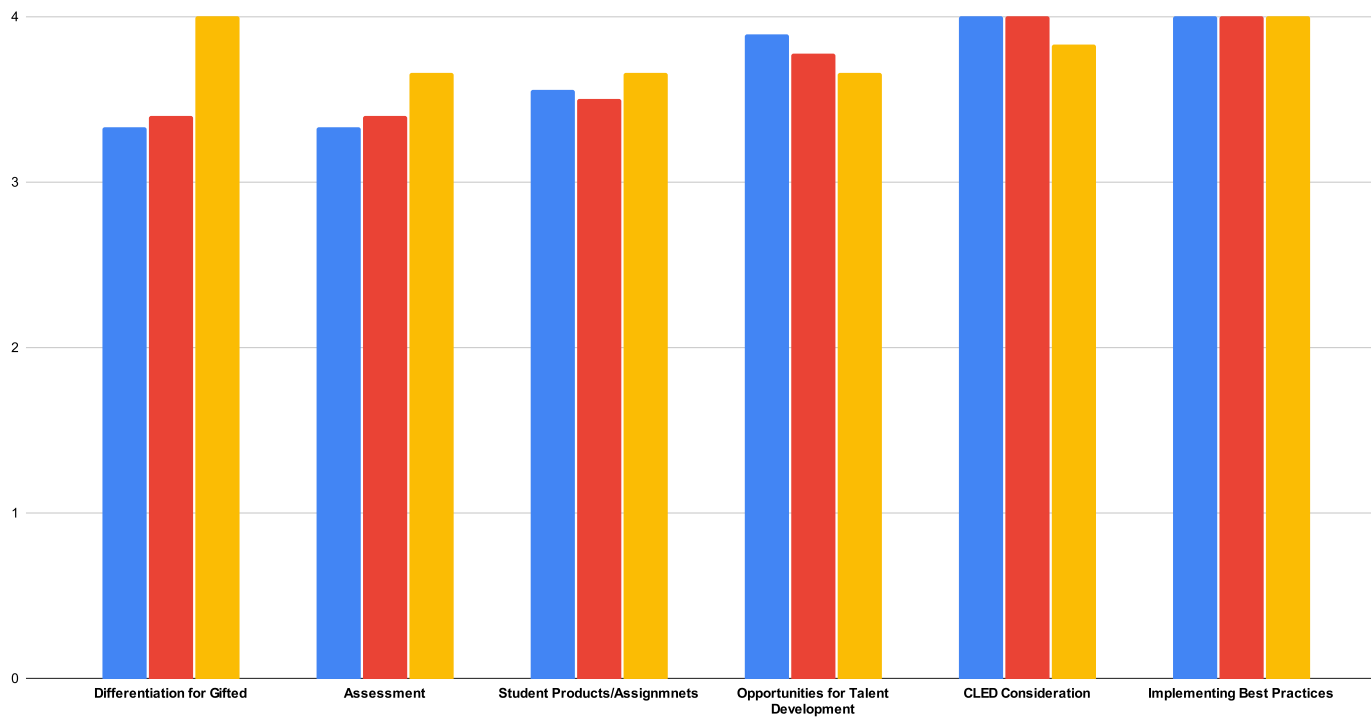
TEAM MEMBERS:  
Mofield, Parker Peters

<u>OPPORTUNITY FOR IMPROVEMENT:</u>	<u>PRESENT LEVEL OF PERFORMANCE:</u>
<u>INDICATORS:</u>	<u>GOAL:</u>

Summer 2020					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: At the end of the term, faculty reviewed candidate performance and were pleased that all components were 3.3/4.0 or stronger.</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External		Budget		Candidate scores on all measured components are 3.3/4.0 or stronger. We anticipate an increase in scores.
Summer 2021					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: At the end of the term, faculty reviewed candidate performance and were pleased that all components were 3.4/4.0 or stronger (desired trend).</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External		Budget		Candidate scores on all measured components are 3.4/4.0 or stronger. We anticipate an increase in scores.
Summer 2022					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p>Analysis: Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0).</p> <p>Recommendation: No changes planned at this time.</p>	Internal and External		Budget		All components were 3.6/4.0 or stronger. We expect continued success for candidates.

## Gifted Unit Plan

■ Summer 2020 ■ Summer 2021 ■ Sumer 2022



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Gifted Education**

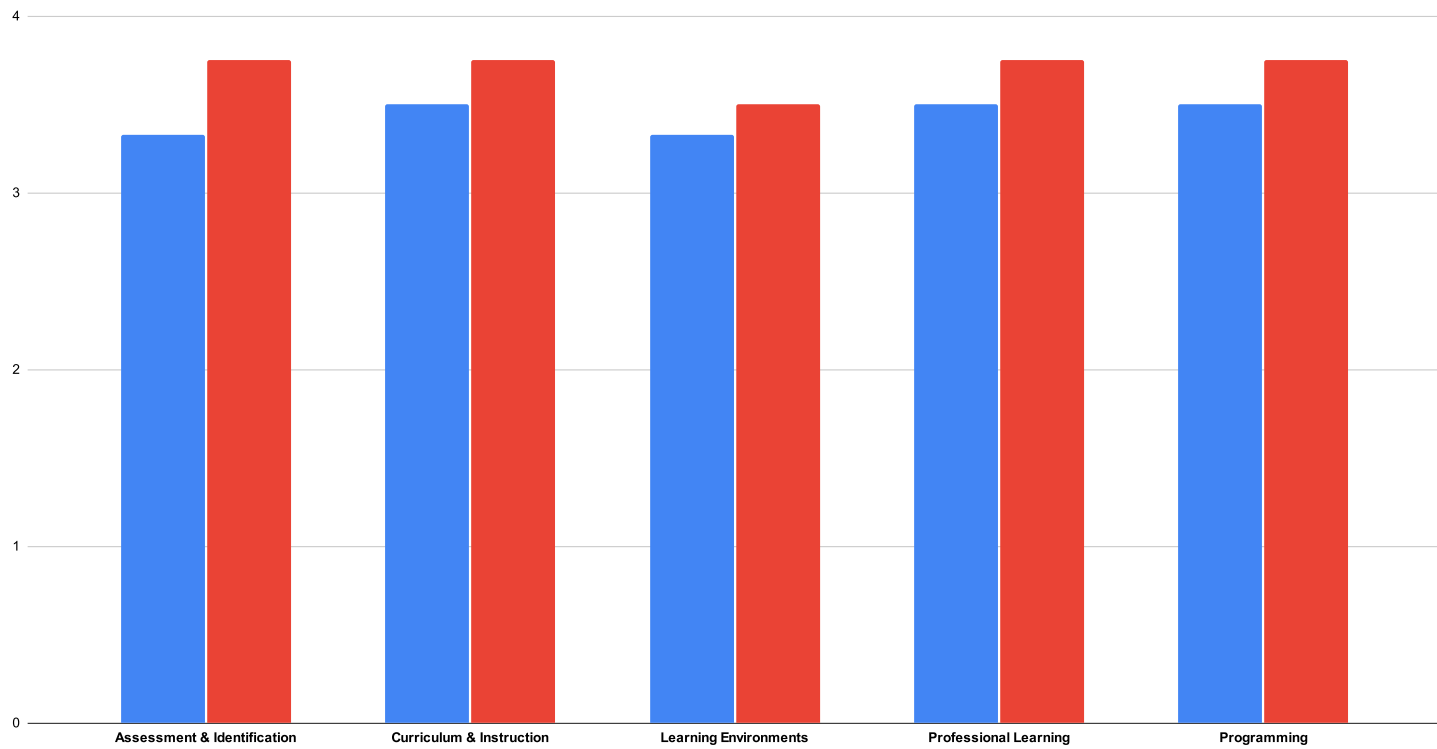
**TEAM MEMBERS:**  
Milligan, Mofield, Parker Peters, Parsley

<p style="text-align: center;"><b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b></p> <p>The purpose of the unit plan is for candidates to apply learning to develop a unit plan designed to respond to the needs of gifted students. The unit includes at least 4 lessons that demonstrate application of key concepts applied throughout the course, including addressing the needs of culturally diverse students and designing appropriate assessments to measure student learning.</p>	<p style="text-align: center;"><b><u>PRESENT LEVEL OF PERFORMANCE:</u></b></p> <p style="text-align: center;">Baseline – Spring 2022 Gifted Program Plan Rubric (3.0/4.0)</p>
<p style="text-align: center;"><b><u>INDICATORS:</u></b></p> <p style="text-align: center;">Program Evaluation in EG 5703 Practicum: Theory and Practice in Gifted Education</p>	<p style="text-align: center;"><b><u>Goal:</u></b></p>

<b>Spring 2022</b>					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis: In this first iteration of the new key assignment, candidates earned scores of 3.3/4.0 on average for each measured component. Faculty are pleased with the initial candidate performance.</p> <p style="text-align: center;">Recommendation: No changes planned at this time. Faculty wish to collect trended data prior to making changes.</p>	Internal and External		Budget	Ongoing at this time.	Candidates earned scores of 3.3/4.0 on average on all measured components. We anticipate continued success for candidates.
<b>Spring 2023</b>					
Plan of Action	Internal/External	Source of Data	Resources	Estimated	Measure of Effectiveness
<p style="text-align: center;">Analysis: Each component increased average scores from 3.43/4.0 on average to 3.73/4.0 on average.</p> <p style="text-align: center;">Recommendation: No changes planned at this time. Faculty will continue to track trends.</p>	Internal and External		Budget	Ongoing at this time.	All components were 3.5/4.0 or stronger. We expect continued success for candidates.

## Gifted Program Plan Rubric

■ Spring 2022 ■ Spring 2023



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Reading Specialty**

**TEAM MEMBERS:**

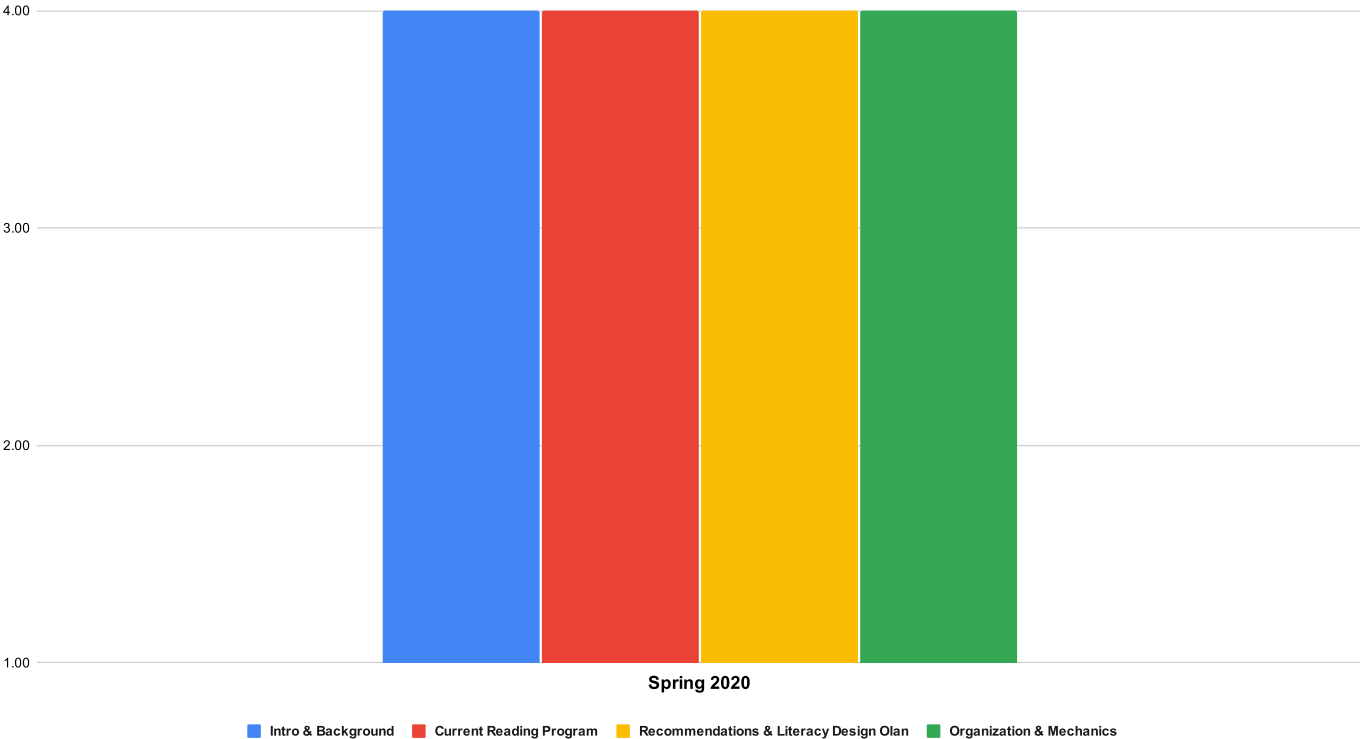
Duncan, Fain, Milligan, Forman, Garcia, Gilbert, Hasty,  
Hauptman, Parker Peters

<b><u>OPPORTUNITY FOR IMPROVEMENT:</u></b>	<b><u>PRESENT LEVEL OF PERFORMANCE:</u></b>
Students will create a reading program for a school that includes phonics, phonemic awareness, comprehension, fluency, vocabulary, and writing.	Baseline - 2019 Recommendations & Design Score = 3.5/4.0
<b><u>INDICATORS:</u></b>	<b><u>GOAL:</u></b>
Literacy Program Design Project assessed with the Literacy program rubric in EG 5743 Leadership in Balanced Literacy; Spring 2020 Literacy Program Design Rubric	

Spring 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: This rubric was revised slightly to better represent content required for mastery in the course and key assignment. In this first iteration, all candidates earned Proficient scores (4.0/4.0 on all components).</p> <p>Recommendation: Faculty will compare utility of the new rubric to the old and will provide targeted feedback using components as matched to professional standards.</p>	Internal/External		Budgeted		All mean scores are above 3.5/4.0. We anticipate that scores will continue to rise.



# Literacy Program Design Rubric



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Reading Specialty**

**TEAM MEMBERS:**

Fain, Milligan, Forman, Garcia, Gilbert, Hasty, Parker Peters,  
Parsley, Simone

<b>OPPORTUNITY FOR IMPROVEMENT:</b> Students will assess readers at all levels and prescribe interventions.	<b>PRESENT LEVEL OF PERFORMANCE:</b> Baseline – 2019 Assessments 4.0/4.0
<b>INDICATORS:</b> Reading Assessment Case Study assessed with Case Study Rubric in EG 5773 Diagnosis & Remediation of Reading Difficulties; Spring 2020 Case Study Rubric- Reading Specialist.	<b>GOAL:</b>

Fall 2020					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: This semester, faculty piloted a slightly revised Case Study rubric specifically tailored to the Reading Specialty program. Rigor is higher and more specific to candidate areas of expected mastery. In this first iteration, all candidates earned 4.0/4.0 across components.</p> <p>Recommendation: No changes planned at this time. Faculty want to collect more data using new rubric.</p>	Internal/External		Budgeted		Candidates earned mean scores of 4.0/4.0 in all measured components on the key assignment (desired trend). We anticipate continued success on this assignment.
Fall 2021					
Plan of Action	Internal/External Constituent	Source of Data	Resources Required	Estimated Completion	Measure of Effectiveness
<p>Analysis: Upon analysis, faculty observed that candidates earned scores of 4.0/4.0 across all measured components.</p> <p>Recommendation: No changes planned at this time.</p>					Candidates earned scores of 4.0/4.0 across all measured components. We anticipate continued success for our candidates.

# Reading Case Study - 2020

