

Academic Department Student Success Plan Update: 2015-2018



Department: Teaching and Learning

Department Chair: Diana Quatroche

Department Mission: The Department of Teaching and Learning directly supports the University's mission at both the undergraduate and graduate program levels through the integration of innovative teaching, research, community engagement, and creative activity designed to produce competent professionals who desire to teach in challenging, inclusive, and supportive learning environments or assume positions of service and/or leadership in schools and/or other organizations.

Department Freshmen (1st year) Retention¹ Goal(s):

To increase the retention of students in our programs by 2 percentage points each semester. In addition, to increase the retention of under-represented populations (males, African Americans).

Action Steps (with dates & person(s) responsible):

1. To increase CASA I scores in math through a partnership with the Math Library/Center. Tutoring will be provided to students targeted toward success on the CASA I math test.
 - An additional tutor will be added in January 2016
 - Students will be informed of services through flyers, class announcements, and tweets throughout the Teaching and Learning Department
 - University College undergraduate advisors will also be informed of these services along with APA's who will be invited to the Center for Math Education for a presentation of the math tutoring services by Amanda McGlone, math tutorTarget date for completion: December 2016
Person Responsible: Marylin Leinenbach
2. To partner with University Honors and host a session on Honors Preview Day to retain pre-education students. Topics will include an overview of Teacher Education at all levels.
 - Create a flyer and include twitter and facebook information. Also include student organizations.
 - Speak to undeclared Honors students once on campus and form a cohort.Target date for completion: May 2016
Person Responsible: Della Thacker, Cassandra Caruso-Woolard
3. To develop a first year induction program for elementary and secondary declared teaching majors. The program will be mentor driven with mentors from Teaching and Learning faculty ranks as well as student organizations and BEST Scholars.
 - Declared teaching majors will be identified prior to orientation in June 2016.

¹ Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

- Declared teaching majors (DTM) will be introduced to the program during student advising (flyer and or signup sheet)
- DTM's will be notified with email prior to the beginning to the school year to attend the first welcome event a few days before class.
- Events will be scheduled for the fall and spring semesters and coordinated with existing programs/events.
- Students will be incentivized to complete CASA exams prior to completion of the induction process if they are required to pass the exam prior to entrance into BCP1
- Smaller cohorts of students in the induction program will be assigned a faculty or BEST scholar mentor for the induction year.
- Mentor cohorts will meet informally throughout the year. (Possibly develop a project or service requirement for each cohort, competitive?)
- Students who complete the induction year program will be recognized during the honors day as BCP1 induction completers with a certificate.

Target date for completion: May 2017

Person Responsible: Pamela Gresham, Kevin Bolinger

<i>Retention Benchmarks²</i> (by original department)	Fall 2012 Cohort: 69.29	Fall 2013 Cohort: 70.47	Fall 2014 Cohort: 66.07
	Fall 2015 target: 68.07	Fall 2016 target: 70.07	Fall 2017 target: 72.07

Other Freshmen Retention related benchmarks of focal interest to department³

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Department Persistence to Completion Goal(s):

To increase the 4 year and 6 year completion rates for students in the Teaching and Learning department 2 percentage points each fall by 2018.

Action Steps (with dates & person(s) responsible):

1. To continue the Teaching and Learning departmental intervention plan for students who are at risk of failure early in their major. This will include CASA issues. The department will partner with University College and Education Student Services.
In the event that a teacher candidate demonstrates performance that Does Not Meet expectations for a course in the Department of Teaching and Learning, the following steps will be taken toward goal setting & remediation:
 - ISU instructor (and classroom teacher/coach of field experience, if applicable) will communicate information to the ISU teacher candidate as early in the semester as possible, about performance that “Does Not Meet” expectations of the course or field experience based on standards set by the program. Standards are stated in each syllabus; a rubric for performance and dispositions may be included in the syllabus.

² Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>. Default is “latest department”; change to “original department” if that is the desired benchmark data.

³ A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

- Documents such as lesson plans, teaching assessments, observation details, homework assignments, teacher candidate emails, text messages, along with a history of absences and course participation details, etc. should be compiled by ISU instructor (and classroom teacher/coach of field experience, if applicable).
- The ISU instructor (and classroom teacher/coach of field experience, if applicable) will assist the teacher candidate to set a goal or goals for improvement to be demonstrated during an appropriate time period or during the field experience or a subsequent field experience. Additional ISU faculty may be included as stakeholders based on the needs or desires of the teacher candidate or ISU instructor.
- Video or audio taped evidence of improved performance may be required.
- A written plan designating goal(s) with performance actions, deadline dates, and ISU instructor responsible for each, will be created. Action to be taken should the goal NOT be completed successfully by the deadline will also be indicated. All stakeholders, including teacher candidate, ISU instructor, and classroom teacher/coach (if applicable) will sign the document and everyone will be provided with a copy of the signed document. All other documents, emails, and text messages should continue to be compiled.
- Each stakeholder will be available during goal remediation for discussion and advice.
- If the performance by a teacher candidate in a field experience continues to be ineffective, the ISU instructor may make additional observations during the field experience.
- Additional steps or goals may be suggested/added with agreement of stakeholders.
- As each goal is completed, the person responsible for that goal will communicate the success of completion to the teacher candidate and to other stakeholders.

If goals are not completed successfully by the deadline, the ISU instructor may recommend that an Education Student Services representative meet with the teacher candidate to discuss options based on non-completion.

Target date for completion: Each fall and spring semester

Persons Responsible: Pat Wheeler and Della Thacker, undergraduate committee chairs

2. To increase the enrollment and retention rate, the department will create a non-licensure major in the early childhood field, such as an Early Childhood and Development major.
 - The early childhood faculty members will work with the Education Student Services office to initiate the plan for a new major.
 - The creation of the non-licensure major will serve multiple purposes:
 1. To serve a population of students who have a passion to become preschool teachers and a desire to work with young children in a pre-K environment.
 2. To provide quality education for the training of preschool teachers working in Head Start, and other pre-K learning facilities.
 3. To serve as an alternative major for students who face challenges passing the CASA tests.

Target date for completion: May 2016

Person Responsible: Karen Liu and ECE faculty members

3. Recruit students (high school) from Gary, Indianapolis, and Chicago by sending current education students to high schools to discuss the TEP at ISU. Focus on the three cities due to the significant AA ISU population that come from the areas already.
 - Establish contact with Corey Graham, Lawrence MSD
 - Arrange for a recruitment visit to the school
 - Develop a recruitment team of ISU teacher education students to visit the Lawrence MSD High School and Career Center
 - Print flyers to take along

Target date for completion: Fall 2016

Person responsible: Diana Quatroche

4. Build on CHILL, BEST scholars and other student organizations as spokespersons for the teacher education programs.
- Attend *Indianapolis Alliance of Black School Educators (IABSE) Fall Forum. Recruitment and Retention of Teachers of Color: Increasing and Retaining African American and Latino/Latina University Students in the Education/Teaching Pipeline, November 14, 2015*

Target date for completion: Fall 2015

Person responsible: Della Thacker, Cassandra Woolard, Melissa Nail, Kevin Bolinger, Pamela Gresham, Shawn Huisinga

5. Run an admissions report for freshman students so we can contact them via email or mail prior to the summer orientation session.

Target date for completion: Spring 2016

Person responsible: Associate Dean

<i>Completion Benchmarks</i>	Fall 2009 Cohort:	Fall 2010 Cohort:	Fall 2011 Cohort:
<i>4 year</i>			
(by original department)	21.00	26.40	34.70
	Fall 2012 target:	Fall 2013 target:	Fall 2014 target:
	42.00	44.00	46.00

Other Persistence to Completion related benchmarks of focal interest to department

<i>Completion Benchmarks</i>	Fall 2007	Fall 2008	Fall 2009
<i>6 year</i>	58.00	62.50	63.50
by original department	Fall 2010	Fall 2011	Fall 2012
	65.50	67.50	69.50

Other Goal(s), Action Steps, and Benchmarks of focal interest to department⁴:

⁴ Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.