

## Action Plan Template

Use the following template to complete part one (Action Plan) of the interim review process.

### Contact information

Educator Preparation Provider	
Head Administrator (Dean, Director)	
Address	
Phone Number	
Email Address	
Primary Contact (if not Head Administrator)	
Address	
Phone Number	
Email Address	

**Section 1A Self-Analysis: Identification of 2017 and 2018 Deficiencies on Annual Report Metrics**

To complete the 2017 and 2018 outcome columns, enter data from your EPP’s Annual Report for any indicator that **did not meet** expectations. EPPs only need to include data for indicators that **do not meet expectations for two consecutive years**.

Metrics <sup>1</sup>	Expectation	2017 Outcome	2018 Outcome
<b>Domain 1: Candidate Recruitment and Selection</b> <b>*Need 2/3 indicators to Meet Expectations</b>			
Percentage of undergraduate candidates meeting an admissions assessment expectation			
Percentage of candidates meeting the minimum undergraduate GPA expectation			
Average undergraduate GPA			
Percentage of completers from an underrepresented racial/ethnic group			
Percentage of completers who are male			
Percentage of completers who receive a high-needs endorsement			
<b>Domain 2: Employment and Retention</b> <b>*All metrics must Meet Expectations</b>			
Percentage of completers employed for at least two years			
<b>Domain 3: Candidate Assessment</b> <b>*Need 2/3 indicators to Meet Expectations</b>			
Percentage of completers who pass the required pedagogical assessment			
Percentage of completers who pass the required literacy assessment			
Percentage of completers who pass required specialty area assessments			

<sup>1</sup> Additional information on Annual Reports is available in the [Annual Reports Technical Guide](#)

Metrics	Expectation	2017 Outcome	2018 Outcome
<b>Domain 4: Completer, Employer, and Partner Satisfaction</b>			
This domain is not currently included on the Performance Report.			
<b>Domain 5: Completer Effectiveness</b> <b>*Need 2/3 indicators to Meet Expectations</b>			
Percentage of level of overall effectiveness (LOE) ratings at or above 3			
Percentage of TVAAS ratings at or above 3			
Percentage of observation ratings at or above 3			

**Section 1B Self-Analysis: Analysis of Relevant Data**

Provide an analysis of data from the two most recent annual reports that address the domain or indicator on which the EPP did not meet expectations. Answer the following questions.

1. Using the Annual Reports Insights Tool and any other available data, provide an analysis of disaggregated data related to any metric falling below expectations for two consecutive years. In this analysis, be sure to address each data point related to this rating.

2. Determine the perceived root causes of each of the identified deficiencies. Consider any causes related to program design, human and/or resource capabilities, etc. What conditions allowed these deficiencies to occur?

## Section 2: Goals and Implementation

Now that the deficiencies have been identified and potential root causes have been considered, develop a set of specific, measurable goals with corresponding rationale using the tables below. Goals should be developed for the metrics within domains that fell below expectations on the 2017 and 2018 Annual Reports.

Goals should directly connect to the Annual Reports metrics that fall below expectations. Goals can be related to inputs (e.g., curricular changes), but the action plan should also include goals that reflect changes in outcomes (e.g., Praxis scores) or impact (e.g., educator evaluation data). Depending on the strategy, some outcomes or impacts may not be identifiable for several years. EPPs should develop interim measures that can be used to assess progress toward achieving goals, which will be monitored by the department through regular progress reports. Each goal should have a correlating set of action steps designed to lead to improvement. Action steps should reference one or more areas of focus, derived from the list below:

- a. Program Design – Candidate selection (recruitment, admission standards)
- b. Program Design – Candidate assessment (rigor, system design, alignment)
- c. Program Design – Curriculum (scope, sequence, quality, alignment)
- d. Program Design – Clinical experiences (duration, diversity, quality)
- e. Partnership Collaboration (placement, mentors, collaborative planning)
- f. EPP Governance/Leadership (stability, resources)
- g. Quality Assurance System
- h. Other

<b>Goal:</b>	<b>Rationale:</b>			
<b>Outcome:</b>	<b>Completion Date:</b>			
	<b>Responsible Party</b>	<b>Timeline</b>	<b>Anticipated Outcome(s)</b>	<b>Evidence</b>
<b>Action Step 1:</b>				
<b>Action Step 2:</b>				
<b>Action Step 3:</b>				

<b>Goal:</b>	<b>Rationale:</b>			
<b>Outcome:</b>	<b>Completion Date:</b>			
	<b>Responsible Party</b>	<b>Timeline</b>	<b>Anticipated Outcome(s)</b>	<b>Evidence</b>
<b>Action Step 1:</b>				
<b>Action Step 2:</b>				
<b>Action Step 3:</b>				

<b>Goal:</b>	<b>Rationale:</b>			
<b>Outcome:</b>	<b>Completion Date:</b>			
	<b>Responsible Party</b>	<b>Timeline</b>	<b>Anticipated Outcome(s)</b>	<b>Evidence</b>
<b>Action Step 1:</b>				
<b>Action Step 2:</b>				
<b>Action Step 3:</b>				

**Supplemental Documents**

**Optional:** Provide up to three additional documents relevant to this action plan.

<b>Title of Document</b>	<b>Rationale for Including</b>