INSTRUCTIONS
UW-W Assessment Institute
Team Action Plans
August 2019

What concrete actions can your team take to make meaningful progress on your program's assessment of student learning? What processes can you develop and implement to facilitate discussion and use of your data to improve student learning in your program?

There are many possibilities, and different programs are ready for and interested in different actions. The main goal is to move your program's assessment forward and make use of data on student learning to improve the program. It is also important to think about how the processes being developed are sustainable beyond the current year.

Action plans should:

- Be ambitious, yet practical.
- Propose actions and goals that you can achieve, given real limitations.
- Assume resources already available to you, or that are reasonable to acquire.
- Use best practices in assessment.
- Integrate meaningful discussion of assessment and data.
- *Move your program toward making use of data on student learning to improve your program.*

➢ Create an **action plan** for what you can accomplish during the 2019-2020 academic year (goals and actions you can achieve by April 2020). You will submit a final report for this project by **April 30, 2020**.

<u>Poster/Visual</u> (due morning of August 23, for presentation in the Institute)

- Outline the gist of your team's AY 2019-2020 action plan. Use the outline provided below as a guide.
- Display using a visual format (as a poster on flip-chart paper, using colored markers; as diagrams; as a visually interesting powerpoint or other tech format).
- Display your plans on the boards/computer screen in Hyland 1302, by 10:00 am.
- Give a 15 minute (max) plan overview to further explain your poster and answer questions from other teams and guests.

Action plan outline

Explain your action plan for the 2019-2020 academic year (August 2019 through April 2020):

TEAM:	**ESL/Bilingual Education Program** (Teaching ESL)	
MEMBERS:	**Susan Huss-Lederman, Olesya Ostapenko, Melanie Schneider** (Jenna Cushing-Leubner and Julie Minikel-Lacocque are also an ESL/BE faculty members but couldn't be part of this team)	
GOALS:	What goals do you want to achieve by the end of Spring 2020? 1. To have an UW-W approved assessment plan in place to guide the next 5 years of our ESL licensure program and use in the next Audit and Review cycle. 2. To include parts of the assessment plan in our application for Department of Public Instruction (DPI) approval of our revised ESL licensure program under the new PI 34 rules (Teacher Education rules)	
ACTIONS with TIMELINE:	List and describe the actions you'll take to achieve these goals, including a timeline for the actions. **Actions for developing an ESL/BE Program Assessment Plan**	
	ACTIONS	TIMELINE (Estimated)
	1. Determine **ESL/BE meeting schedule** for the year (Fall semester, 2nd Thursdays, 3:00 – 4:30 pm) and share draft action plan.	September 13, 2019*
	2. Finalize **action plan** and **translate the 6 Principles for Exemplary Teaching of English Learners** (TESOL, 2018) **into SLOs** tailored to our program.	October 11, 2019
	3. Create a **mission statement** for the ESL/BE program.	Start in November, finalize December 13, 2019
	4. Create **a curricular crosswalk** aligning SLOs to our current courses or non-course requirements (where SLOs are introduced, practiced, and assessed).	December 13, 2019

	5. Identify **signature assignments** in courses or non-course requirements (where SLOs are introduced, practiced, and assessed).	February 14, 2020
	5. Complete a **summary description** of our program's overall assessment plan, including **a timeline for reviewing student performance on SLOs**.	March 15, 2019
	6. **Draft final report** of Asssessment Institute project. **Final report due: April 30, 2019.**	April 10, 2019 *Friday after scheduled ESL/BE meetings
ASSESSMENT TOOLS & STRATEGIES:	What specific assessment tools will you develop and/or use? What strategies will you use? Include information about: • the specific SLOs you are targeting and why • (if applicable) how you will make use of what your program, college, and/or campus already have available • direct measures of student learning you will use • indirect measures of student learning you will use **Specific Assessment Tools and Strategies** 1. *Review ESL Field Study Evaluation Form* for possible revision. This form is the program's primary (but not only) tool for assessing SLOs. Do we need to revise this so that it aligns with our SLOs? 2. In place: *Summary and reflection of professional development conference related to bilingual learners*. This document is the primary tool for meeting the PD conference requirement of our program (SLO 6). 3. *Signature assignments* identified in courses and non-course requirements. We need to discuss what level of recordkeeping we can realistically provide to document completion of these signature assignments. Time is an important consideration here. 4. Consider possible *reinstatement of Praxis II ESL Content Exam*. This point was brought up by Interim Dean Fox, Interim Associate Dean Collet-Klingenberg, and Assistant Dean Casey.	

DISCUSSION & USE OF DATA:	How does your plan ensure meaningful discussion and use of data on student learning? **Discussion and Use of Data** The ESL/BE program has set aside two meetings a year for analysis of student progress (October and April). During AY 2019-20, these meetings will need to be tabled so that we have the time to complete the development of the assessment plan. During our monthly ESL/BE meetings, we have other department and program businesss that need to be addressed in addition to the assessment plan.
MOVING FORWARD:	How will your plan help your program make meaningful progress in its assessment of student learning? How does your academic year plan make use of and/or build on the summer project? **Moving Forward** The action plan will guide the development of our program plan and final report for the Assessment Institute. An earlier draft of our action plan was formulated at the Assessment Institute in Summer 2019. We also took into consideration the draft action plans shared by other teams at the Aug. 23 meeting, comments from other Institute attendees and other program faculty.
RESOURCE NEEDS:	Discuss what you need to achieve the goals, e.g., budget, time, additional learning. **Resource Needs** Most importantly, we need time to discuss and issues/ questions raised by the 6 action steps (listed above) and time to complete them. To help make that possible, we would like to request • Undergraduate Admission numbers from 2013-14 – 2018-19 divided (desaggregated) into the three strands of the ESL/BE minor: Teaching ESL, Teaching ESL Bilingual-Bicultural, and Teaching English to Adults. • Support for two half-day retreats with a modest stipend for our team members (3) and lunch - in January and in April in order to consolidate and complete the work outlined in the action plan.

BARRIERS/DIFFICULTIES:	Discuss the barriers or difficulties you will need to overcome. **Barriers/Difficulties** 1. Delay in communicating with other ESL/BE Program faculty who are not on the assessment team. We need to check back and share the work completed as an assessment team with other faculty so that we are moving forward together. 2. Time for collecting, analyzing and recording data for the development of the action plan and for ongoing implementation of the plan, e.g., reviewing and/or updating SLOs and recording student performance data related to the SLOs. 3. Meeting the requirements for DPI approval for the ESL licensure program under the new PI 34 rules (rules for Teacher Education). This will require a substantial time commitment over the next two years at least.
SUSTAINABILITY:	How will the efforts and benefits from your plan continue onward after Spring 2020 to foster sustainable assessment of student learning? We will be able to more fully answer this question after we make more progress on the action steps outlined here. The intention is for the assessment plan to help guide our program re-design for Teaching ESL as an initial K-12 licensure program and also guide our self-study in the next cyle of Audit & Review (AY 2020-21).

Email one written action plan per team to assessment@uww.edu by **4:30 pm** on **September 6, 2019**. Please clearly address all of the above in your action plan and add additional information if/as needed. Please also incorporate feedback from your action plan presentation as appropriate.

Progress Checking and Stipend Payments

- After your written plan has been approved, the first part of the stipend (maximum $400) will be released for each team member.

- A progress report is due October 18, 2019. The report should address progress, challenges and changes (if any) to the submitted action plan. Please send this as an email attachment to assessment@uww.edu and include your program name on the subject line.

- ***All teams meet in January 2020*** for a progress check on academic year action plans and share lessons learned. Teams also work to prepare for LEAP Day (half day, specific date TBD).

- Each team submits a poster for LEAP Day, scheduled for February 28, 2020. Poster proposals will be due around mid-January 2020. The second part of the stipend (maximum $300) will be released after successful proposal submission to LEAP Day.

- Final report of AY 2019-2020 projects are due by April 30, 2020. This report will address progress made during the academic year and sustainability of the program's assessment processes to ensure ongoing discussion and use of data. A template will be provided. The final portion of the stipend (maximum $300) will be released after completion of the final report.

Please note that it can take substantial time to process payments and get them to you, and payment schedules vary across employee categories. Please contact Catherine at assessment@uww.edu with questions about payments.

Mentoring for UWW Summer Institute 2020: Although not required, we hope that some of you will be willing to serve as guests and reviewers for future Institutes!