Exhibit 2.3.h

Use of Data for Program Improvement

The WTEP uses the data gathered to evaluate the efficacy of its courses, programs and clinical experiences. Changes have been made in the structure of the assessments, the assessment process and unit courses as a result of data provided in the WTEP multiple assessments as well as informal feedback from cooperating teachers and clinical supervisors who work with candidates in field experiences.

1.) Previous to Spring 2012, professors used disposition forms based on the conceptual framework in specialization and pre-professional courses to assess each candidate as they progressed through the program. Since the Spring 2012 semester, disposition forms based on the conceptual framework have been implemented into the screening process to give more insight into each potential teacher candidate prior to the interview and more tangible data for the interview committee to base their admittance or denial decision on.

2.) In the Fall of 2009, after speaking to teacher candidates in the Exit Interviews and local administrators in the professional field, it was revealed that WTEP completers were lacking in the area of interviewing skills and the ability to effectively communicate their content and pedagogical skills. This qualitative data led to the implementation practice of having two superintendents each semester come to the Williams campus and conduct sessions, during the Directed Student Teaching (DST) seminars, that offer professional strategies for using effective interviewing skills. In addition, during the DST seminars all interns are taught and required to develop an online professional portfolio that highlights their respective ability to use high quality pedagogical skills to teach the 21st Century Learner.

3.) In a Spring 2010 WTEP Council meeting, it was decided to move the starting date for the DST Seminar one entire week in the semester. The rationale for this decision was based on the negative feedback that was provided by teacher candidates during the Exit Interviews from the previous semesters. Teacher candidates were concerned that they were missing valuable experiences in the P-12 schools due to the late starting date of the college in the fall semester. Also, by starting the WTEP teacher candidates a week later in the semester then P-12 school districts, adequate time for possible make-up days for WTEP teacher candidates was not available. Since the Fall 2010 semester, the DST seminar is held one week prior to the Williams Baptist College first day of classes.

4.) In the Fall of 2011, based on qualitative data from Exit Interviews and discussions with partnered K-12 school district administrators it became evident that the WTEP did not have quantitative data to support the claim that WTEP teacher candidates have a positive effect on the learning for K-12 students. Therefore, with the blessings of the WTEP Council, the Chair of the Education Department, Dr. Brad Baine implemented a Student Teacher Work Sample as a requirement for all teacher candidates during the DST. The Student Teacher Work Sample requires all WTEP teacher candidates to provide:
1. Contextual factors related to the community, classroom or students that may affect the teaching-learning process.
2. Learning goals and a rationale for their selection.
3. An assessment plan based on the learning goals.
4. Connected instructional plans or a unit based on the goals they would like their students to meet and the pre-assessment of their students.
5. An analysis of student learning.
6. A reflection on the discoveries they have made about their students’ learning and a self-evaluation of their teaching.

The pilot semester for the Student Teacher Work Sample was the Spring 2012 semester. Currently, the WTEP Council has collected 37 Student Teacher Work Samples from teacher candidates and an additional 20 Student Teacher Work Samples are expected at the end of the Spring 2013 semester. After the Spring 2013 Student Teacher Work Samples are collected, the WTEP Council will conduct a data analysis of all the collected samples.

5.) Based on the qualitative data from the Exit Interviews, it has become evident that a number of WTEP teacher candidates are concerned about their limited opportunities in the clinical setting, prior to their DST. For this reason, at the February 2013 WTEP Council meeting, it was recommended and passed that the WTEP implement a clinical project for all WTEP teacher candidates. This new clinical project will be in the form of a service learning project and be conducted during the ED 4113 Study of the School course. The WTEP Council felt the new clinical project should be based around the Conceptual Frameworks, in that it promotes caring, integration, and communication. Each individual education program will develop the specific perimeters, but to ensure fairness to all WTEP teacher candidates the breadth and depth of the clinical project will be uniformed across the entire WTEP. Dr. Brad Baine, who is the professor of ED 4113 Study of the School will be the supervisor of the new clinical project and provide quality assurance, by using a WTEP Council endorsed rubric for the assessment of the clinical project. The WTEP Council agreed to implement the pilot version of this clinical project during the Fall 2013 semester. Prior to the Spring 2014 semester, the WTEP will solicit feedback from teacher candidates that were enrolled in ED 4113 during the Fall 2013 semester and P-12 cooperating teachers involved with the project. The long term composition of the new clinical project will be dependent on the data collected and analyzed.

6.) Beginning in the Fall 2013 semester, to compliment the significant change discussed in #4, with the Student Teacher Work Sample. All WTEP teacher candidates enrolled in ED 4133 Measurement and Evaluation will be required to conduct a Mini Student Teacher Work Sample with an assigned group of P-12 students. This assignment will be a key assessment for the ED 4133 Measurement and Evaluation course.