



Objective	Baseline	Year 1	Year 2	Year 2-6	Year 7
1. Develop and administer Quality of Teacher Survey	Survey Used during 2016 Academic Year. Data from completers and principals.	Fall 2016 - Teacher Preparation revises survey to better meet needs Spring 2017 administer survey to superintendents, principals, and participants at Teacher Job Fair. Analyze survey data to determine if data is actionable. Revise if necessary.	Continue collecting data. Analyze data to determine perceptions of graduates. Publish results of finding. Determine if there are areas of concern.	Continue collecting data. Analyze data to determine perceptions of graduates. Publish results of finding. Determine if there are areas of concern. Propose appropriate changes. Follow data on changes to determine effect.	Program review based upon the longitudinal data.
2. Solicit performance data about ASU trained teachers from area principals.	Build on Principal focus group conducted during Spring 2016.	Meet with selected principals to determine stimuli items for focus responses. Hold Principal meeting and conduct focus group data collection during the spring 2017. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected principals to determine stimuli items for focus responses. Hold Principal meeting and conduct focus group data collection during the spring 2018. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected principals to determine stimuli items for focus responses. Hold Principal meeting and conduct focus group data collection during the spring. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected principals to determine stimuli items for focus responses. Hold Principal meeting and conduct focus group data collection during the spring. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.
3. Solicit performance data about ASU preparation program from area teacher alumni.	Fall 2016. Work with campuses that have expressed an interest in working with ASU. Identify teachers. Spring 2017. Conduct pilot focus group with selected teachers.	Meet with selected teachers to determine stimuli items for focus responses. Hold teacher meeting and conduct focus group data collection during the fall 2017. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected teachers to determine stimuli items for focus responses. Hold teacher meeting and conduct focus group data collection during the fall 2018. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected teachers to determine stimuli items for focus responses. Hold teacher meeting and conduct focus group data collection during the fall. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.	Meet with selected teachers to determine stimuli items for focus responses. Hold teacher meeting and conduct focus group data collection during the fall. Analyze data, provide data to teacher preparation to determine if change is needed based on area of concerns.
4. Solicit data from alumni teachers' students about their perception of their teacher.	Fall 2016. Work with volunteer campuses to identify classrooms with alumni teachers to participate in perception survey. Spring 2017 pilot student perception survey and meet with teachers with the results.	Based on feedback from baseline year, determine the number of volunteer classroom to be used. Provide surveys and materials to classrooms. Collect data. Provide participating teachers with classroom data. Begin comparisons with completer data.	Based on feedback from year 1, determine the number of volunteer classroom to be used. Provide surveys and materials to classrooms. Collect data. Provide participating teachers with classroom data. Continue comparisons with completer data.	Based on feedback from year 2, determine the number of volunteer classrooms to be used. Provide surveys and materials to classrooms. Collect data. Provide participating teachers with classroom data. Continue comparisons with completer data. Analyze trends and areas of concern. Apply to preparation program.	Based on feedback from year 2, determine the number of volunteer classrooms to be used. Provide surveys and materials to classrooms. Collect data. Provide participating teachers with classroom data. Continue comparisons with completer data. Analyze trends and areas of concern. Apply to preparation program. Analyze any changes to determine their effect.
5. Conduct action research about the performance of alumni teachers versus the performance of other teachers on their campus.	Meet with volunteer principals to design and determine the scope of the action project. Determine if it can be part of the campus improvement plan. Begin workin with volunteer teachers to design the action research in tested grades. Seek teachers at grade levels that participate in state assessment system. Develop initial cohort.	Determine IRB needs for ASU and ISDs participating. Identify faculty to work with selected campuses. Hold initial meetings with principals and teachers on campus. Begin meeting with campuses to work with state data. Complete and publish report on process and results.	Initiate investigations based information gleaned from baseline year and year1 formative structure. Work with selected campuses. Collect data. Analyze data, Report to campuses. Determining what data means to EPP.	Based on data from year two results, modify investigations and continue to impliment research based on year 2 structure	Continue the investigations. Construct a longitudinal report of the findings. Determine how to publish resulty widly.