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| **Title:** | Secondary Ed PPR Continuous Improvement | | | | **Date**: | January 29 2025 | |
| **Group Members:** | Jeffry King, Katrina Jansky, Jason Woolery, Jessica Robinson, Kurt Moede, Jo Beth Oestreich, Nathan Bond | | **Cycle#**: |  | | **Driver:** |  |
| **What change idea is being tested or explored?** | | Pre-post PPR testing with interventions embedded in field course curricula | | | | |  |
| **What is the overall GOAL of the project?\*** | | To increase the 1) overall scores and 2) targeted competencies of secondary teacher candidates PPR in order to increase likelihood that students pass the official test on the first try during clinical teaching | | | | |  |

\*Identify your overall goal: To make something work better? Learn now a new innovation works? Learn how to text in a new context? Learn how to spread or implement?

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| **1) PLAN** | | |  | **3) STUDY** |
| **Questions:** Questions you have about what will happen. What do you want to learn? | **Predictions:** Make a prediction for each question. Not optional. | **Data:** Data you’ll collect to test predictions |  | **What were the results?** Comment on your predictions in the rows below. Were the correct? Record any data summaries as well. |
| How knowledgeable are students on PPR competencies at the beginning of the field experience? | Students should have a basic understanding of competencies covered in pre-field courses (3325, 4332, and 2310), so their scores on these competencies should be higher than others | PPR practice test at the beginning of the term | ➔ |  |
| Is there a difference between majors and minors in terms of pre-field competency scores? | The mean of majors’ scores will be higher than the mean of minors’ scores because minors are not required to take pre-field education courses | PPR practice test at the beginning of the term | ➔ |  |
| Does the secondary field curriculum adequately prepare candidates to pass the PPR? | The curriculum is successful in preparing students for the exam. | PPR practice test and both beginning and end of term. | ➔ |  |
| Are there specific content or curricular interventions that are successful in increasing PPR scores? | Specific instructional lessons or assignments designed to improve scores in specific competencies will be effective in raising scores in individual competencies | Delta in competency scores from pre to post; specific interventions used to address competencies | ➔ |  |
| **Details**: Describe the who/what/when/where of the test. Include your data collection plan. | | |  | **What did you learn?** |
| Field instructors will be encouraged to give a PPR practice test at the beginning of the term, and again at its conclusion. Practice test data will be disaggregated at the competency level. Instructors will use disaggregated pretest data to design targeted interventions for low-performing competencies and then test again to measure the change (if any) in competency understanding as measured by the posttest. | | |  |  |

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| **2) DO**: Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc. |  | **4) ACT** Describe modifications and/or decisions for the next cycle; what will you do next? |
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