



BranchED

BRANCHED INDIVIDUALIZED TRANSFORMATION PLAN: A GUIDED SELF-ASSESSMENT AND CONTINUOUS IMPROVEMENT PLAN

BRANCHED
Peachtree City, GA



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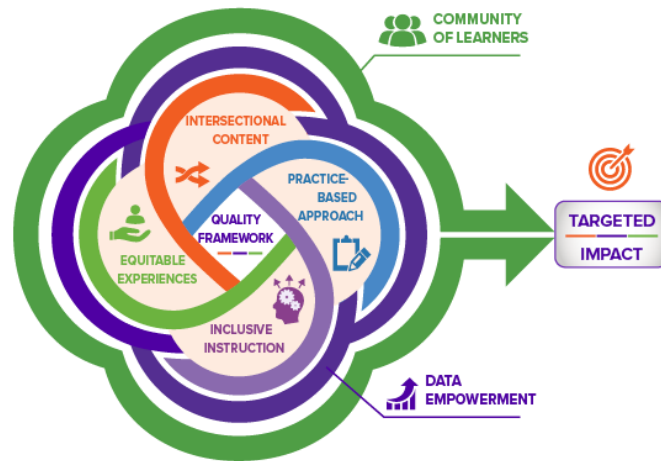
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BranchED Framework for the Quality Preparation of Educators

BranchED is a professional services organization and a collective of university faculty and leaders advancing educational excellence by expanding individual capacity, enabling supportive relationships, boosting institutional effectiveness, and collaborating with communities. We believe that every student deserves access to caring, adaptive, and well-prepared teachers and that every teacher deserves preparation that fuses theory with real-world practice. This vision is accomplished through the application of our Framework for the Quality Preparation of Educators. The Framework outlines a roadmap to create teacher preparation programs that meet the needs of our increasingly diverse student body.



The Framework identifies six critical focus areas that teacher preparation providers can leverage to redesign their programs. Two of these focus areas (Community of Learners and Data Empowerment) provide the foundation for the remaining focus areas: Intersectional Content, Practice-Based Approach, Inclusive Instruction, and Equitable Experiences. It seeks to build high quality educator preparation programs that prepare educators to reflect, respect, and reify the value of all of America's PK12 school children. It offers educator preparation providers (EPPs) a common vision of what high quality, culturally sustaining educator preparation is, and a coherent and sustained approach to implementing evidence-based practices that accomplish vitally important educational work.

BRANCHED Individualized Transformation Plan: A Guided Self-Assessment and Continuous Improvement Plan

Recognizing the importance of quality teacher preparation programming to the development of an effective teacher, BranchED reviewed the Framework and defined domains to operationalize the work of strengthening and enhancing educator preparation programs. These domains form the foundation of this diagnostic tool which was designed to support EPPs and their PK-12 district partners in identifying their assets and opportunities to improve teacher preparation programming. This tool is structured by Domains, Evidence, and Progress Indicators detailing what a high-quality educator preparation program looks, examples of evidence indicative of a sustaining program, and actions aligned to program improvement.

How to complete the Individualized Transformation Plan (ITP)

The **ITP** is designed to guide **EPPs** and their district partner(s) through a structured transformation journey.

- **Year 1 Focus:** Reflect on the current reality, identify strengths, and define the first set of action steps.
- **Annual Review:** At the end of each grant year, the EPP and district partner review progress and establish action steps for the following year.
- **End Goal:** By the conclusion of the grant, EPPs are expected to reach a *sustaining* level — meaning full implementation of indicators supported by strong evidence.

Steps to Guide Your Work

- Read the Domain Descriptors and review the examples of Evidence.
 - **Note: Evidence marked with [*] indicates a Year 1 non-negotiable deliverable.**
- Honestly reflect on your program — surface what is truly happening now (*your current reality*).
- Identify your program’s assets and strengths.
- Review the Progress Indicators.
- Use the progression guide below to determine where your program currently sits along the continuum.
- Identify and plan the actions needed to address opportunities and growth areas revealed through reflection.

Not Yet Started “Haven’t begun” Elements of the indicator are not yet evident in the program.	Developing “Planning for it” Elements of the indicator are not evident, but implementation is in the early development stage.	Progressing “Working on it” Implementation is evident, but elements of the indicator need further development/execution.	Sustaining “Living it” Full implementation is evident with strong evidence.
“We haven’t begun this work.”	“We are...” • Talking about it and building background knowledge • Identifying needs • Collecting input • Building consensus and buy-in • Dismantling barriers • Planning actions • Answering what, where, who, when, and how • Designing the infrastructure for implementation	“We are...” • Putting plans into action • Monitoring • Reviewing and revising curriculum, assessments, field experiences, etc. • Working on policies, structures, and cultural conditions for full implementation	“We are...” • Establishing process and routine structures to ensure consistent implementation and fidelity • Engaging in a systematic continuous improvement process for program improvement

Domain 1: Candidate Learning and Development				
A quality educator preparation program is structured to provide teacher candidates opportunities to demonstrate progressive growth in knowledge, skills, and practical application, resulting in readiness to positively impact PK–12 student learning.				
What This Looks Like		Types of evidence to support a rating of <i>Sustaining</i> might include but not be limited to:		
1.1 Program coursework and field experiences are intentionally connected and aligned to provide teacher candidates opportunities to apply content knowledge and pedagogy in real classroom contexts. 1.2 Program scaffolds learning experiences so teacher candidates can demonstrate increasing proficiency across content, pedagogy, assessment and data literacy, and classroom practice over time. 1.3 Program design is aligned with professional standards (e.g., InTASC, state standards), ensuring candidates meet rigorous expectations for effective teaching. 1.4 Program faculty and clinical educators provide structured feedback and coaching that help candidates reflect on and refine their knowledge, skills, and dispositions. 1.5 Program embeds PK12 curriculum materials, processes, and resources in coursework and field experiences to prepare candidates to be curriculum and assessment literate. 1.6 Program faculty engage in structured cycles of curriculum mapping, data review, and stakeholder feedback, ensuring that teacher candidates develop the knowledge, skills, and competencies required to meet evolving educational demands. 1.7 Program design ensures that teacher candidates are placed in a variety of settings—from early field experiences through student teaching, residencies, or apprenticeships—where they can apply coursework in authentic classrooms under the guidance of skilled mentor teachers and university supervisors.		❑ Curriculum maps* showing explicit alignment between courses, field experiences, standards, and candidate competencies ❑ Assessment maps* detailing key assessments and corresponding transition points. ❑ Syllabi and course assignments that require candidates to apply learned pedagogy in field placements ❑ Partnership agreements/MOUs with PK–12 schools outlining shared goals for candidate learning ❑ Clinical handbooks that articulate expectations for linking coursework with practice. ❑ Course assignments/projects using PK–12 curriculum guides, assessments, and instructional resources ❑ Candidate work samples/portfolios demonstrating use of school-based curriculum materials Note: Evidence marked with [*] indicates a Year 1 non-negotiable deliverable.		
Indicate Current Level of Implementation				
❑ Haven’t Begun		❑ Planning for It		❑ Working on It
				❑ Living It
What are our assets in this area?				

What are our gaps in this area?	What three to five (3-5) actions will you take in Year 1 to make progress to the next level?

Domain 2: Quality Assurance	
A quality educator preparation program maintains a deliberate, systematic, and continuous process for collecting, analyzing, and using data to monitor, evaluate, and improve candidate performance, program effectiveness, and partnership impact.	
What This Looks Like	Types of evidence to support a rating of <i>Sustaining</i> might include but not be limited to:
2.1 The program collects evidence on candidate performance, program effectiveness, and partnership outcomes through multiple valid and reliable measures. It utilizes structured timelines and protocols to ensure data are gathered and shared consistently each term/year. 2.2 The program engages both internal and external stakeholders in data review as part of the continuous improvement cycle.	□ Assessment maps* showing alignment of formative and summative assessments to program key assessments and aligned to curriculum maps □ Assessment calendars/timelines showing consistent data collection each term/year. □ Protocols/handbooks outlining data collection procedures for faculty, supervisors, and partners □ Assessment system documentation (e.g., Taskstream, Tk20, Anthology, Watermark) with scheduled checkpoints

2.3 The program triangulates data from coursework, key assessments, clinical evaluations, standardized measures, surveys, and employer feedback and maintains a balance of quantitative and qualitative data. 2.4 The program ensures data collection tools are aligned to program outcomes, professional standards (e.g., InTASC, state and federal standards), and candidate competencies. 2.5 Program faculty and teacher educators use high-quality assessment rubrics (i.e., valid and reliable) and engage in ongoing calibration activities among faculty to ensure reliability. 2.6 The program shares evidence and findings through formal processes (e.g., annual data retreats, continuous improvement committees, advisory boards) to provide faculty and partners opportunities to review program outcomes and make decisions on program improvement. 2.7 The program documents the impact of program improvement in reports or action plans and links data analysis directly to program modifications (e.g., curriculum revisions, field placement adjustments, coaching supports). 2.8 The program maintains clear records of data analyses, decisions, and follow-up actions and provides evidence of closing the loop—showing that changes led to measurable improvements.		❑ Evidence of program evaluation, which includes gathering feedback from graduates (e.g., program satisfaction and preparedness to teach early literacy) and seeking input from employing school districts ❑ Assessment rubrics with defined criteria, performance levels, and alignment to standards. ❑ Documentation of calibration session agendas/minutes demonstrating inter-rater reliability efforts ❑ Documentation of program faculty professional learning that involves sharing and discussing data ❑ Documentation of partnerships with schools and districts detailing how they collaborate to analyze data on candidate outcomes (e.g., MOUs, meeting agenda/notes). Note: Evidence marked with [*] indicates a Year 1 non-negotiable deliverable.	
Indicate Current Level of Implementation			
❑ Haven’t Begun	❑ Planning for It	❑ Working on It	❑ Living It
What are our assets in this area?			

What are our gaps in this area?	What three to five (3-5) actions will you take in Year 1 to make progress to the next level?

Domain 3: Purposeful Partnerships	
A quality educator preparation program collaborates with PK-12 district partners to maintain structured, mutually beneficial relationships that are designed to improve teacher preparation, enhance candidate readiness, and address district workforce needs while also positively impacting PK-12 student learning.	
What This Looks Like	Types of evidence to support a rating of <i>Sustaining</i> might include but not be limited to:
3.1 The program and Pk-12 district partners have a co-created vision that guides current and future work. 3.2 The program works collaboratively with district partners to design clinical and professional development experiences.	□ Calendar for collaborative data discussions around candidate performance data, completer impact □ Decision-making processes, protocols, and/or shared governance documents □ Ongoing communication structures (scheduled joint meetings, advisory councils)

3.3 The program provides actionable and asset-based feedback to teacher candidates on their teaching performance in clinical field experiences. 3.4 The program collaboratively works with district partners to design and implement recruitment and retention plans that align with district needs. 3.5 The Pk-12 district partner ensures teacher candidates have access to and opportunities to work with high-quality curriculum materials in coursework. 3.6 The program utilizes a practice-based approach with teacher candidates, allowing them to practice what they learn in coursework in real world classrooms. 3.7 The program and Pk-12 district partners identify data sources collectively to assess program effectiveness. 3.8 The program establishes criteria for selecting high-quality mentor teachers, in collaboration with district partners. 3.9 The program and PK-12 district partner collaboratively provide professional development to enhance mentor teacher effectiveness.	☐ Documentation of collaboratively developed mentor/cooperating teacher selection process* ☐ Needs assessment* determining areas of support for new teachers and mentor teachers ☐ Joint professional development training calendar for candidates and mentor teachers ☐ Co-created recruitment plan ☐ Meeting agendas and/or minutes where hiring needs (e.g., desired skills and dispositions, shortage areas, demographics) are identified and discussed. ☐ Documentation of shared recruitment efforts (e.g., event agendas, promotional materials, etc.) ☐ Documentation supporting the delivery of collaborative professional development sessions. Note: Evidence marked with [*] indicates a Year 1 non-negotiable deliverable.		
What are our assets in this area?			
Indicate Current Level of Implementation			
☐ Haven't Begun	☐ Planning for It	☐ Working on It	☐ Living It
What are our gaps in this area?		What three to five (3-5) actions will you take in Year 1 to make progress to the next level?	

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Domain 4: Sustainability	
A quality educator preparation program implements deliberate processes for engaging relevant stakeholders in ensuring there is human and financial capacity to maintain projects and improvement initiatives over time, beyond initial funding cycles, leadership changes, or external pressures, while continuing to deliver meaningful impact on candidate learning, program quality, and PK-12 student outcomes.	
What This Looks Like	Types of evidence to support a rating of <i>Sustaining</i> might include but not be limited to:
4.1 The program engages in stakeholder mapping to ensure internal and external stakeholders are identified, prioritized, and actively engaged. 4.2 The program annually reviews stakeholder groups and reconfigures as needed. 4.3 The program budgets for continuous improvement initiatives, technology, and professional development to continue after grants or external funding end. 4.4 Collaboration with PK-12 district partners includes long-term agreements, shared goals, and joint planning structures that extend beyond individual projects or leaders. 4.5 Continuous improvement efforts are formally embedded into policies, handbooks, and governance systems. 4.6 The program’s standard operations include consistent data collection, analysis, and use for decision making.	□ A plan for the allocation of human capital for sustainability □ A plan for the allocation of finances or sustainability □ Documentation of identified stakeholders (i.e., stakeholder map*) □ A table showing planned activities/initiatives and the expected source of human capital for those plans) □ Annual assessment reports □ Meeting agenda/minutes documenting recurring review of program data □ Data review cycles □ Organizational charts or committee rosters showing faculty, staff, and district partner roles in sustaining initiatives. □ Institutional dashboards Note: Evidence marked with [*] indicates a Year 1 non-negotiable deliverable.
Indicate Current Level of Implementation	

☐ Haven't Begun	☐ Planning for It	☐ Working on It	☐ Living It
What are our assets in this area?			
What are our gaps in this area?		What three to five (3-5) actions will you take in Year 1 to make progress to the next level?	

Glossary

Assessment Literacy: The capacity of educators to design, select, administer, interpret, and use assessments effectively to inform instruction, support student learning, and evaluate outcomes.

Asset-Based Feedback: An approach to providing feedback that recognizes and builds on learners' strengths, talents, and existing knowledge while offering constructive guidance for improvement.

Curriculum Map: A structured or written representation that outlines when and how program content, skills, and standards are taught and assessed across courses and field/clinical experiences.

Curriculum Literacy: The knowledge and skills educators need to understand, interpret, and effectively implement curriculum.

Data Collection: The act of gathering all facts, figures, statistics, and other information for analyses and assessments.

Education Ecosystem: The interconnected network of stakeholders, institutions, policies, and resources that influence teaching, learning, and educational outcomes (e.g., PK-12 schools, educator preparation programs, community agencies, government agencies).

Evidence-Based Practices: Practices for teaching PK-12 students that are grounded and proven in research.

Field Experience: Applied experiences that are completed prior to student teaching. They can take place in community or PK-12 settings and are scaffolded, allowing pre-service teachers to move from observation to independent and small-group instruction.

Key Assessment: An evaluation tool or performance measure administered at key transition points in the program that provides evidence of candidate competence in program-level outcomes.

Mixed Reality Simulations (MRS): An interactive learning environment that blends real people with digital simulation tools to provide instructional scenarios that allow learners the opportunity to apply what they have learned in a controlled environment.

Partnerships: A reciprocal, well-defined relationship in which all participating members achieve common goals (e.g., EPP and district partnership) and engage in a process to monitor effectiveness.

Pedagogical Knowledge: The specialized knowledge that teachers have about teaching and learning.

PK-12 Students: Preschool, elementary, and secondary school students enrolled through 12th grade.

Practice-Based Approach: An instructional and program design strategy that prioritizes hands-on, authentic practice of professional skills in realistic contexts, with cycles of rehearsal, feedback, and reflection.

Shared Governance: A collaborative decision-making model in which EPP faculty, administrators, staff, work alongside PK-12 district administrators, teachers, and staff to share responsibility and authority for shaping policies, curriculum, and program improvement.

Stakeholders: Any individual or organization interested and/or involved in the operation and/or outcomes of the educator preparation program and who are also impacted by the transformation process (e.g., university faculty, schools, districts, teacher candidates, community groups, businesses, community members, community education services providers, community colleges, etc.).

Stakeholder Map: A visual or analytical tool that identifies all stakeholders connected to a program or initiative including their roles and relationship to one another to guide engagement and communication strategies.

Teacher Apprenticeship: An innovative teacher preparation pathway where aspiring teachers learn through a combination of on-the-job training, mentorships, and coursework, earning wages and credits toward their certification.

Teacher Candidates: Individuals participating in an educator credentialing program in preparation for professional education positions. These individuals have met specific requirements to be admitted to the program or are approved for coursework and field/clinical experiences. (Synonymous with Student Teachers).

Teacher Residency: An innovative teacher preparation pathway where teacher candidates engage in a full academic year of mentored clinical practice in a classroom setting while completing coursework