CAEP Council for the Accreditation of Educator Preparation

2015 EPP ANNUAL REPORT

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 *In AIMS, the following information is current and accurate...*

	Agree	Disagree
1.1.1 Contact persons	☐	☐
1.1.2 EPP characteristics	☐	☐
1.1.3 Program listings	☐	☐

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers

2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

☐ Yes, a program (or programs) leading to initial teacher certification is currently being offered.

☐ No, a program (or programs) leading to initial teacher certification is <u>not</u> currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at the EPP or institution/organization during Academic Year 2013-2014?

Explanations have a 600 character limit, including spaces.

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
   ☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
   ☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
   ☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

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Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

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3.6 Change in state program approval
☐ Change   ☐ No Change/ Not Applicable
Explanation (if 'Change'):

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Section 4. Display of Candidate Performance Data
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Type of data provided (100 character limit, including spaces)

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Link

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(Additional links can be added.)

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

Required reporting measures
 5.1 Impact on P-12 learning and development
 5.2 Results of completer surveys
 5.3 Graduation rates
 5.4 Ability of completers to meet licensing
   (certification) and any additional state
   requirements
5.5 Indicators of teaching effectiveness
5.6 Results of employer surveys, and including
   retention and employment milestones
5.7 Ability of completers to be hired in
   education positions for which they
   have prepared
5.8 Student loan default rates and other
   consumer information

REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on <u>candidate</u> performance during pre-service and <u>completer</u> performance during in-service for programs leading to an <u>initial</u> teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
5.1.1 Candidate performance during pre-service			
Unit and lesson plans			
Pre-post tests of student learning			
Videos of candidate instruction			
Candidate reflection			
Surveys of P-12 students on candidate performance			
State-adopted assessment(s) (specify)			
State-designed assessment(s) (specify)			
EPP-designed assessment(s) (specify)			
Other (specify)			
5.1.2 Completer performance during in-service			
Student achievement and/or learning models (e.g., value-added modeling)			
EPP-designed case study			
Other (specify)			

5.2 Results of completer surveys. *Report information on the satisfaction of <u>completers</u> of programs leading to an* <u>*initial*</u> *teacher certification or licensure.*

	Agree	Disagree
5.2.1 Completer survey results are available to the EPP.	☐	☐

If the EPP responds "agree", continue to the next question. If the EPP responds "disagree," then continue to 5.3 Graduation Rates.

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation

of the EPP? (Check all that apply.)

    ☐   The completer provides summary ratings of the EPP and its programs.

    ☐   The completer provides responses to open-ended questions about the EPP.

    ☐   The completer provides a response to questions about their preparation in at least one of the following

    areas:

- o Content knowledge
- o Instruction and pedagogical content knowledge
- o Teaching diverse P-12 students
- o Teaching P-12 students with diverse needs
- o Classroom management
- o Alignment of teaching with state standards
- o Family and community engagement
- o Assessment of P-12 student learning
- o Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- ☐ At the end of the program
- ☐ Between the end of the program and one year after program completion
- ☐ Between one and two years after program completion
- ☐ Between two and three years after program completion
- ☐ Between three and four years after program completion
- ☐ More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	☐	☐		
Individual program	☐	☐		
Institution or organization	☐	☐		
State	☐	☐		
Other (specify)	☐	☐		

5.2.5 The EPP can demonstrate that the completer survey is…

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	☐	☐
Valid (can make an appropriate inference about completer satisfaction)	☐	☐
A measure with a representative sample (demonstrates typical completer responses)	☐	☐
Inclusive of stakeholder interests	☐	☐
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	☐	☐

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results. ☐ ☐

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5.3 Graduation rates. *Report information on enrollment and <u>candidate</u> progress in programs leading to an <u>initial</u> teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013- 2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009- 2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure					

Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.

Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014					
Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).	*2* *Two candidates were recommended for an initial teacher certification. They first enrolled in AY 2013-2014.*	*10* *10 candidates were recommended for an initial teacher certification. They first enrolled in AY 2012-2013.*	*0* *Zero candidates were recommended for an initial teacher certification. They first enrolled in AY 2011-2012.*	*2* *Two candidates were recommended for an initial teacher certification. They first enrolled in AY 2010-2011.*	*1* *One candidate were recommended for an initial teacher certification. The candidate first enrolled in AY 2009-2010.*
Number of candidates/completers who were <u>not</u> recommended for an initial teacher certification or licensure...					
Continued in a program					
Been counseled out of a program					
Withdrawn from a program					

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5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for <u>initial</u> teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013					
All program completers, 2011-2012					

5.4.2 The EPP can demonstrate that the licensure or certification test results are…

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	☐	☐
Actionable (provides specific guidance to the EPP for continuous improvement)	☐	☐

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.   ☐   ☐

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for <u>completers</u> of programs leading to an <u>initial</u> teacher certification or licensure.*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance			
School district-level teacher evaluation			
Employer observations			
Employer surveys			
EPP-designed case study			
Other (specify)			

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5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for program <u>completers</u> employed by school districts.*

	Agree	Disagree
5.6.1 Employer survey results are available to the EPP.	☐	☐

If the EPP responds "agree", continue to the next question. If the EPP responds "disagree," then continue to 5.7 Ability of completers to be hired in education positions for which they have prepared.

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

☐   The employer provides overall summary ratings of the completer.

☐   The employer provides responses to open-ended questions about the completer.

☐   The employer provides a response to questions about the completer's preparation in at least one of the following areas:

- o Collaboration with school-based colleagues and staff
- o Alignment of teaching with state standards
- o Family and community engagement
- o Content/subject matter
- o Instructional and pedagogical content knowledge
- o Development of a safe learning environment
- o Assessment of P-12 student learning
- o Teaching P-12 students with diverse needs
- o Teaching diverse P-12 students
- o Other (Specify)

5.6.3 Indicate the EPP's access to results from employer surveys and the survey response levels. (Check all that apply)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	☐	☐		
Institution or Organization	☐	☐		
School District	☐	☐		
State	☐	☐		

Accreditation agency ☐ ☐ | | |
| --- | --- |

Other (specify) ☐ ☐ | | |
| --- | --- |

5.6.4 The EPP can demonstrate that the employer survey is…

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	☐	☐
Valid (can make an appropriate inference about employer satisfaction)	☐	☐
A measure with a representative sample (demonstrates typical employer responses)	☐	☐
Inclusive of stakeholder interests	☐	☐
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	☐	☐

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. ☐ ☐

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5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for* <u>completers</u> *of programs leading to an* <u>initial</u> *teacher licensure or certification, as of September 1, 2014.*

	Agree	Disagree
5.7.1 The EPP has attempted to collect data on the employment status of completers.	☐	☐

If the EPP responds "agree", continue to the next question. If the EPP responds "disagree," then continue to 5.8.

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

☐   Completer survey

☐   Employer survey

☐   Institutional or organizational department (e.g., Alumni Office) (specify)

☐   Collaboration with other EPPs

☐   Collaboration with school districts

☐   Collaboration with state education departments

☐   Contracted a consultant or organization

☐   Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

☐   Low response rates

☐   Inaccurate reporting of employment status

☐   Maintaining current candidate records

☐   Privacy issues

☐   Insufficient resources

☐   Other (specify)

	Agree	Disagree
5.7.4 The EPP has access to information on the employment status of completers.	☐	☐

If the EPP responds "agree", continue to the next question. If the EPP responds "disagree," then continue to 5.8 Student loan default rates and other consumer information.

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

☐   Self-report from the completer

☐   Third party:
         o   School district
         o   State department (specify)

☐   Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014							
Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 6o (17+9+8+4+2+20)	60	17	9	8	4	2	20

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate the EPP's access to the following categories of consumer information. If applicable, provide a link to the publicly displayed consumer information. (Check all that apply)

Record a response for each row.

Consumer information	No access to data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	☐	☐	
Average cost of attendance	☐	☐	
Average beginning salary of a program completer	☐	☐	
Placement patterns of completers	☐	☐	
Other (specify)	☐	☐	

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Section VII will be formatted according to your accreditation pathway (i.e., Continuous Improvement, Inquiry Brief, or Transformation Initiative).

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.* (3000 character limit)

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Reasons have a 200 character limit, including spaces.

Type of Evidence	Available and in the Brief[1]		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	for your selection
Grades					
Candidate grades and grade point averages	☐	☐	☐	☐	
Scores on standardized tests					
Candidate scores on standardized license or board examinations	☐	☐	☐	☐	
Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude	☐	☐	☐	☐	

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[1] Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

Standardized scores and gains of the completers' own students

☐ ☐ ☐ ☐ [ ]

Ratings

Ratings of portfolios of academic and clinical accomplishments

☐ ☐ ☐ ☐ [ ]

Third-party rating of program's students

☐ ☐ ☐ ☐ [ ]

Ratings of in-service, clinical, and PDS teaching

☐ ☐ ☐ ☐ [ ]

Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples

☐ ☐ ☐ ☐ [ ]

Rates

Rates of completion of courses and program

☐ ☐ ☐ ☐ [ ]

Completers' career retention rates

☐ ☐ ☐ ☐ [ ]

Completers' job placement rates

☐ ☐ ☐ ☐ [ ]

Rates of completers' professional advanced study

☐ ☐ ☐ ☐ [ ]

Rates of completers' leadership roles

☐ ☐ ☐ ☐ [ ]

Rates of graduates' professional service activities

☐ ☐ ☐ ☐ [ ]

Case studies and alumni competence

Evaluations of completers by their own pupils

☐ ☐ ☐ ☐

Completer self-assessment of their accomplishments

☐ ☐ ☐ ☐

Third-party professional recognition of completers (e.g., NBPTS)

☐ ☐ ☐ ☐

Employers' evaluations of the program's completers

☐ ☐ ☐ ☐

Completers' authoring of textbooks, curriculum materials, etc.

☐ ☐ ☐ ☐

Case studies of completers' own students' learning and accomplishment

☐ ☐ ☐ ☐

B. *Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.*

+ Upload file

Transformation Initiative. *Summarize the status of the transformation initiative and progress made toward meeting its goals.* (3000 character limit)

Section 8. Data Ownership &Preparer's Authorization

By checking the box below, I indicate that I understand and agree with the below statement.

☐   I understand and agree with the statement below.

"I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going through accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data, in aggregate, derived from accreditation documents."

By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.

☐   I am authorized to complete this report.

Report Preparer's Information
Name:
Position:
Phone:
Email: