

# 2019 EPP Annual Report

<b>CAEP ID:</b>	10575	<b>AACTE SID:</b>	3545
<b>Institution:</b>	Northwestern Oklahoma State University		
<b>Unit:</b>	Division of Education		

## 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 person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## 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 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup> 30

2.1.2 Number of completers in advanced programs or 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.)<sup>2</sup> 10

**Total number of program completers** 40

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?**

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP \_\_\_\_\_
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. \_\_\_\_\_
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited \_\_\_\_\_
- 3.4 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 \_\_\_\_\_
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements \_\_\_\_\_
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status \_\_\_\_\_
- 3.7 Change in state program approval \_\_\_\_\_

## Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4   A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

**Link:** <https://www.nwosu.edu/school-of-education/education>

**Description of data accessible via link:** The CAEP 8 Annual Measures is a summary of the annual measures that is available for public view on the EPP's web site.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2

**Link:** <https://www.nwosu.edu/school-of-education/education>

**Description of data accessible via link:** The annual Title II report is posted on the EPP's web site. Within the report are data for addressing the ability of completers to meet licensing requirements for certification by content area at the initial and advanced levels. This is supplemental consumer information to the CAEP 8 Annual Measures.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

**Link:** <https://www.nwosu.edu/school-of-education/education>

**Description of data accessible via link:** The CAEP Annual Report is available for public review on the EPP's web site. The eight annual measures are a part of this report and serves as a secondary resource for this information.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Link: <https://www.nwosu.edu/school-of-education/education>

Description of data accessible via link:

The Teacher Education Assessment and Management System (TEAMS) committee report is a review of key data by members of a committee that includes stakeholders representing P-12 schools, career tech, and business. The data analyzed include that found within the eight annual measures plus recommendations for changes based upon the analysis. Availability of this report serves as a secondary resource for the eight annual measures.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### 4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

*What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*

*Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?*

*Are benchmarks available for comparison?*

*Are measures widely shared? How? With whom?*

A comprehensive analysis of data in preparation for the self-study report submitted in March, 2019 and the site visit in November, 2019 has revealed the need for changes in the Quality Assurance System from which the eight annual measures are derived. In spring 2017 the EPP revised key assessments at the initial level to align with CAEP sufficiency criteria for EPP-created assessments with implementation in fall 2017. As the EPP has analyzed two applications of the revised initial level assessments it has determined further scrutiny of the assessments is needed to identify those that provide essential data by which in-depth analysis can be conducted to make programmatic decisions. This is reflected in the extensive data that have previously included in the Teacher Education and Assessment Management System committee report that is a critical component of the EPP's Quality Assurance System. The Teacher Education Assessment and Management System (TEAMS) committee will now be charged with analyzing the initial level assessments to determine those that are critical in evaluating program effectiveness. This committee is comprised of stakeholders, administration, and EPP faculty. Its purpose is to analyze data and make recommendations for program improvement at the initial and advanced levels. With the identification of essential assessments at the initial level, the analysis by the TEAMS committee and the subsequent report will be in a concise format with emphasis upon initial candidates' application of knowledge. Content knowledge data will continue to be analyzed at the individual program level to ensure candidates are demonstrating mastery of specialized professional association standards. Transition points will serve as benchmarks to ensure candidate matriculation through the program is monitored. Stakeholder involvement in this process will be expanded to ensure a collaborative review process.

A review of the data for the purpose of this report demonstrates strengths of the EPP are Impact Measures #4 (initial level), #6 (initial and advanced), and #7 (initial level). For annual measures #1, #2, and #3 data at the initial level are available, however, the EPP is implementing further processes to collect evidence to determine the extent to which those annual measures are being met. This is particularly true at the advanced level. Assessing A.4.1 and A.4.2 has been problematic for the EPP. Tracking advanced completers once they are in the positions for which the advanced program has prepared them has been very difficult. A plan to improve the tracking process and subsequent evaluation of the completers has been formulated and is in the first stage of implementation. This is also true for annual measure #7 at the advanced level. The EPP is not notified when advanced completers accept positions in the area in which they are prepared. A plan is being implemented in spring, 2019 to address this issue. Student loan default rates are not available for EPP candidates only. The institution reports that data, initial and advanced, in aggregate form for all university students thus that is the format in which it is reported as an annual measure. Annual measure #6 is available for consumer information via the Title II report on the EPP's web site in addition to the CAEP 8 Annual Measures summary.

## Section 5. 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.

**NCATE: Areas for Improvement related to Standard 5 cited as a result of the last CAEP review:**

**1 Professional education faculty are not actively engaged in scholarly work that is appropriate for the mission of the unit and the institution. (IT (AD P) V)**

The institution defines Scholarly Activity/Creative Endeavors as (1) Publish professional materials for and/or make presentations in

the discipline in which s/he teaches; (2) Conduct on-going research within his/her discipline, and (3) Receive professional recognition for his/her work within the discipline in which s/he instructs. To determine the extent to which faculty meet the Scholarly Activity/Creative Endeavors criteria, non-tenured faculty submit a portfolio annually and tenured faculty submit a portfolio every three years. All faculty portfolios are reviewed by peers, the applicable department/division chair, and the Dean of Faculty. The "Scholarly/Creative Endeavors" section is assessed on a rating scale of 1-4 points with a score of "1" defined as "Exceptional Performance". Analysis of EPP faculty portfolios for the Scholarly/Creative Endeavors reveals the following information.

Each EPP faculty member submitting a portfolio for the last three academic years (2015-2016, 2016-2017, 2017-18) received an average score from the portfolio assessment by two peers, the applicable department chair, and the Dean of Faculty for the Scholarly Activity/Creative Endeavors section. The mean for 31 faculty portfolios submitted for the last three academic years in the Scholarly/Creative Activities section is 1.40. For the academic year 2017-2018 the average score in the category was 1.45 for 11 portfolios assessed. For 2016-2017 the average score in the category was 1.37 (11 portfolios), and for 2015-2016 the average score was 1.39 (9 portfolios). Fifteen of the 31 portfolios submitted during the three years received a score of 1.00 in the Scholarly Activity/Creative Endeavor section which indicates the assessment by peers, the applicable department/division chair, and the Dean of Faculty was at the "Exceptional Performance" level for each of the 15 faculty members.

Examples of Scholarly Activity/Creative Endeavors on the part of EPP faculty include 9 faculty completing or in the process of completing research as part of a doctoral program during the three academic years encompassing 2015-2018. One faculty member's doctoral research led to a presentation, "Special Education in Oklahoma: Diverging Aims" at a state conference. Through a grant received in 2016-2017, three faculty conducted research with high school students who were in a curricular course to learn about the teaching profession. The results of the initial phase of the research, "Why Teach?" were presented at Oklahoma Research Day and a statewide conference. This research is ongoing with renewal of the grant for 2018-2019. Other examples of Scholarly Activity/Creative Endeavors by EPP faculty include participation in course equivalency projects as invited by the Oklahoma State Regents for Higher Education and participation in reviews of testing framework for the Certification Examinations for Oklahoma Educators (CEOE). A faculty member's article was published in the Oklahoma Association of Teacher Educators journal, a state peer reviewed journal. Four EPP faculty have served as members of state accreditation teams.

EPP faculty have given 35 professional presentations during the three academic years encompassing 2015-2018. In 2017-2018 among 17 EPP faculty there were 12 professional presentations. In 2016-2017, among 18 EPP faculty there were 10 professional presentations, and in 2015-2016 among 19 EPP faculty there were 13 professional presentations. Examples of the content of the presentations are: Classroom Management; Instructional Technology; Teamed-Based Learning; Writing Instruction Using Multimodal Literacies; Meeting the Needs of Diverse Learners; Team Based Learning; Teaching of Mathematics & Educational Practices: Current Trends in Education; and Mixed Messages.

Involvement of stakeholders in this process is indicated by the fact EPP faculty have performed 1,180.5 hours of service in PK-12 schools during the last three academic years.

## Section 6. Continuous Improvement

### CAEP Standard 5

*The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

### CAEP Standard 5, Component 5.3

*The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

**6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.**

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?

- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

At the initial level, the EPP revised key assessments (previously designated as "signature assessments") for implementation in fall 2016. Upon review of CAEP's sufficiency criteria for EPP-created assessments, the EPP revised the signature assessments in spring 2017 for implementation in fall 2017. This would place the EPP in the position to analyze three applications (fall 2017, spring 2018, fall 2018) of the revised initial level assessments in preparation for the self-study report due in March 2019. It is the EPP's position that three applications of the revised assessments are necessary to have sufficient data by which a thorough evaluation and subsequent program changes can be made particularly in light of the small number of candidates in the EPP. That analysis will be available for the 2018-2019 annual report. As detailed in Section 4 of this report, the Teacher Education Assessment and Management System (TEAMS) committee charged with data analysis and subsequent programmatic changes, will review the key assessments and make a determination of which assessments are critical to assessing candidates' application of knowledge. The recommendations of the TEAMS committee will streamline the entire initial level data collection and analysis system for the EPP.

The 2016-2017 CAEP Annual Report, section 6.1, detailed previous continuous improvement changes to ensure initial level candidates will have diverse clinical experiences. This was the result of qualitative data received from a survey of completers after their first year of teaching. They stated they did not feel prepared to work in hard-to-staff (high needs) schools. The 2017-2018 academic year was the completion of the first cycle of the new guidelines for clinical experiences that require a candidate to have a least one "highly diverse" clinical experience as indicated by a rating of "3" for the school site. The EPP defines diversity in this context with five identifiers from public information of school sites available from the Office of Educational Quality and Accountability. The five diversity identifiers are ethnicity, poverty, mobility, special needs, and English language learners. The attached spreadsheet indicates the manner in which initial level candidates are meeting the diverse experiences requirement across the three clinical experiences. Even though the data are from fall 2018, the spreadsheet includes candidates who are in their final clinical experience. They are the first group to matriculate through the diverse experiences requirements for all three clinical experiences. A candidate can have only one "not diverse" (rating of "1") clinical experience in the three experiences that are required to complete the program. A candidate may complete all three clinical experiences in highly diverse school sites or a combination of "highly diverse" and "diverse" schools. The spring 2019 first year teacher survey will provide data from completers who were required to meet the diversity requirements for clinical experiences. The data from the survey will be analyzed by the Teacher Education Assessment and Management Committee in addition to being analyzed by individual licensure programs to determine if completers believe they were prepared to work in hard-to-staff (high needs) schools and their ability to positively impact student learning as a result of their diverse clinical experiences.

In fall 2019 early childhood and special education candidates at the NWOSU branch campus located in Enid, Oklahoma, will have opportunities to complete immersive clinical experiences at a new early childhood center that is being built on the campus. The center will house four PreK classrooms, all of which will qualify as "highly diverse" as per the criteria set forth by the EPP.





Evidence tagged to this report include an example of the diverse ratings of school sites in which candidates are completing clinical experiences and media information pertaining to the early childhood center.

At the advanced level, the EPP is phasing out the previously state mandated portfolio requirement. In its place, advanced candidates will design and implement an action research project. The project will assess a candidate's impact on student learning and requires extensive collaboration with a school site. The candidate will work with a school site to determine a learning need based upon analysis of data available at the site. The candidate will then design an action research project to address the learning need after completing a literature review of the learning need. A project proposal will be presented to the advanced candidate's advisory committee for approval to proceed. The approved action research will take place over two semesters. Upon completion of the project, the candidate will present the findings to the advisory committee and selected stakeholders. A successful presentation is a requirement for completion of an advanced program leading to licensure. The action research project is in the pilot phase until all advanced candidates who are currently fulfilling portfolio requirements have matriculated out of the licensure programs. At that point, data from the pilot program will be analyzed to determine changes needed prior to full implementation. The evidence tagged to this is a draft of the handbook for the action research project and the plan that was developed for implementation. The key elements of the action research project are collaboration with stakeholders; data literacy; research-driven decision making; application of technology; impact on student learning. Data from the action research project will be analyzed by the Teacher Education Management System (TEAMS) committee that includes stakeholders. Recommendations for improvement in the assessment will be made by the committee to the EPP. Changes in the project will be approved by the Teacher Education Committee and the Graduate Committee. Both committees are comprised of EPP faculty, candidates, and stakeholders.

Tag the standard(s) or component(s) to which the data or changes apply.

2.3 Partners design high-quality clinical experiences  
A.1.1 Candidate Knowledge, Skills, and Professional Dispositions  
A.2.1 Partnerships for Clinical Preparation  
A.2.2 Clinical Experiences  
A.3.3 Selectivity during Preparation  
A.3.4 Selection at Completion  
x.1 Diversity

Upload data results or documentation of data-driven changes.

 **Diverse\_Clinical\_Experiences\_\_I\_II\_III\_Monitoring\_Chart\_Fa\_18\_\_IE\_22.xlsx**  
 **Action\_Research\_Handbook.docx**  
 **PhaseIn\_A.1.1;\_A.2.1;\_A.2.2;\_A.3.3;\_A.3.4.docx**  
 **Enid\_Schools\_Collaboration\_Project\_\_IE\_38.pdf**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes  No

6.3 Optional Comments

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## Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reporting regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress in addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

**No identified gaps**

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

### Standard 5 Quality Assurance System, Initial and Advanced

The EPP has identified gaps in the Quality Assurance System at the initial and advanced levels. As stated in the 2016-2017 report, the EPP is transitioning to a new data collection system. Candidates (initial and advanced) who began a program in the previous system were allowed to continue in that system until program completion. While the number of candidates in the previous system has diminished, retrieving data from two systems and merging the data for analysis is a laborious process. This impedes the EPP's ability to analyze the data in a timely, responsive manner. During the transition process it has become evident the outgoing system was not always functioning properly as during the analysis of the data gaps have been noted that appear to be an outcome of a system problem. Because of these issues, the functioning of the Quality Assurance System has had limitations. By the end of the 2018-2019 academic year, candidates in the previous system will have completed programs enabling the EPP to use only one system. The EPP is also analyzing the number of key assessments at the initial level through its Teacher Education Management



and Assessment (TEAMS) committee. In the review, the committee will determine the assessments that are essential for determining program effectiveness and those that are not essential. A reduction in the number of assessments will alleviate the amount of data collected and thereby put less stress on the entire assurance system. Emphasis will be placed upon assessing initial candidate application of standards in the three clinical experiences. At the advanced level, a lack of evidence regarding A.4 inhibits the Quality Assurance System's functioning. Further details are stated below under the heading A.4.

#### Advanced Standard 4

At the advanced level the ability to collect evidence for annual measures of employer and completer satisfaction has been limited. The EPP is addressing this measure through a phase-in plan that is being implemented in spring 2019. The plan addresses both employer and completer satisfaction through a formalized process and will provide qualitative and quantitative data for the Qualitative Assurance System through formal surveys and focus groups.

#### Advanced Standard 3

A gap has been identified in advanced standard A.3.1. Advanced candidates in the EPP's programs that lead to licensure (educational leadership, reading specialist, school counseling) do not reflect the diversity of the candidates in the schools within the EPP's service area. Specifically, diversity as it pertains to ethnicity and gender is not reflected in the advanced candidates. To address the situation, the EPP has designed a recruitment plan to not only increase enrollment in advanced programs but also to achieve greater diversity as it pertains to ethnicity and gender. The plan includes specific recruitment efforts in collaboration with the Graduate Studies office.

#### Advanced Standard A.1, A.2 and A.3

The EPP has determined a common assessment across advanced programs leading to licensure (educational leadership, reading specialist, school counseling) will enable it to view the programs holistically. There are assessments specific to each program as aligned with the specialized professional association standards but these assessments do not lead to evidence by which the EPP can review advanced programs holistically. Specially, there is a need to have a common assessment for the first five proficiencies in standard A.1.1 and in standard A.3.4. To meet this need, the EPP is implementing an action research project that candidates in the advanced programs will complete. The project will also further collaboration between school partners and the EPP. Advanced candidates will work closely with a school partner to develop and implement the action research project. The project is aligned with A.1, A.2, and A.3. A draft of the handbook detailing the action research project is found in section 6 of this report.

#### Standard 4, Initial

In the 2016-2017 CAEP Annual Report the EPP identified Standard 4 as a standard in which there were gaps. In 2017-2018 a mentoring system was established to provide data regarding the impact of completers on student learning. The number of completers in the mentoring program was small but the data derived from the first application of the mentoring program serves as a baseline for determining completer impact on student learning. In 2018-2019 the mentoring program has been expanded to involve additional completers and will result in evidence by which the EPP can make decisions about impact on student learning. A specific plan to address the weakness has been developed by the EPP and is in the implementation stage as of the writing of this report.

#### Standard 3.1 Initial

The EPP has identified a gap in the diversity of initial level candidates and the diversity of learners in the service area. Diversity in this instance is defined as ethnic and gender diversity. The EPP's initial level candidates are predominantly Caucasian and female. The ethnicity in the service area is becoming more diverse ethnically. The Hispanic and Latino populations are increasing in the schools in the service area. There is also a larger number of males in the service area in both the schools and in the general population so there is a need to recruit more males into initial level programs. To address this situation, the EPP has designed a recruitment plan for the purpose of increasing the number of initial level male candidates and greater diversity as it pertains to ethnicity. The recruitment plan is in the implementation stage at the writing of this report.

#### Standard 2.2 Initial

The EPP has identified a gap in identifying and training of high quality clinical educators. The process of selecting and training of high quality clinical educators has been built upon positive relationships with school partners. At times this has resulted in miscommunication between school-based partners and the EPP. To address the situation the EPP has devised a plan that formalize the process for the selection, preparation, evaluation, support, and retention of clinical educators. The plan includes designing a document the EPP and school partners will use to solidify the selection of clinical partners. The plan also includes developing a training module that will be available through the EPP's web site for those selected as clinical educators. A formalized process for student teachers to evaluate their clinical educators is being implemented. The data from the evaluation will be incorporated into a data base the EPP can reference as to the clinical educators who meet the standards set by the EPP..

Tag the standard(s) or component(s) to which the text applies.

- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 4.1 Completer impact on student growth and learning
- 5.1 Effective quality assurance system that monitors progress using multiple measures

- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.2.1 Partnerships for Clinical Preparation
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.2 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes  No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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## Section 8: Preparer's Authorization

**Preparer's authorization.** By checking the box below, I indicate that I am authorized by the EPP to complete the 2019 EPP Annual Report.

**I am authorized to complete this report.**

### Report Preparer's Information

Name:

Position:

Phone:

E-mail:

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing 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 derived from accreditation documents.

CAEP Accreditation Policy

### Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.



5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

**Policy 8.05 Misleading or Incorrect Statements**

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

**Acknowledge**