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...

- 1.1.1 Contact person
- 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 2015-2016?

Enter a numeric value for each textbox.

- 2.1.1 Number of completers in programs leading to initial teacher certification or licensure: 246
- 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.): 52

Total number of program completers: 298

*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 not currently being offered.

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

- 3.1 Changes in the published mission or objectives of the institution/organization or the EPP: No Change / Not Applicable
- 3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited: No Change / Not Applicable
- 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: No Change / Not Applicable
- 3.4 A contract with other providers for direct instructional services, including any teach-out agreements: No Change / Not Applicable
- Any change that means the EPP no longer satisfies accreditation standards or requirements: No Change / Not Applicable
- 3.5 Change in regional accreditation status: No Change / Not Applicable
- 3.6 Change in state program approval: No Change / Not Applicable
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.

Annual accreditation reports including assessment data tables with mean data for key assessments by academic year and licensure area:

http://www.montana.edu/education/accreditation/

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

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.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Available and in the Brief</th>
<th>Not available and not in the Brief</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relied on</td>
<td>Not Relied on</td>
<td>for your selection</td>
</tr>
<tr>
<td></td>
<td>For future use</td>
<td>Not for future use</td>
<td></td>
</tr>
</tbody>
</table>

**Grades**

- Candidate grades and grade point averages
  - Available and in the Brief: Yes
  - Not available and not in the Brief: No
  - Reason: This data is available in the brief and we are using it for program improvement.

**Scores on standardized tests**

- Candidate scores on standardized license or board examinations
  - Available and in the Brief: Yes
  - Not available and not in the Brief: No
  - Reason: This data is available in the brief and we are using it for program improvement.

- Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude
  - Available and in the Brief: No
  - Not available and not in the Brief: Yes
  - Reason: We have not collected this data and do not intend to collect or use for program improvement.

- Standardized scores and gains of the completers' own students
  - Available and in the Brief: Yes
  - Not available and not in the Brief: No
  - Reason: We use the PRAXIS II and evaluate our program based on pass rates in each teaching major.

**Ratings**

- Ratings of portfolios of academic and clinical accomplishments
  - Available and in the Brief: No
  - Not available and not in the Brief: Yes
  - Reason: We currently do not use a portfolio system and do not intend to implement one in the future.

- Third-party rating of program’s students
  - Available and in the Brief: No
  - Not available and not in the Brief: Yes
  - Reason: We do not use a third-party rating of students for program improvement.

- Ratings of in-service, clinical, and PDS teaching
  - Available and in the Brief: No
  - Not available and not in the Brief: Yes
  - Reason: We use the Field Experience Performance Assessment (FEPA) for program improvement.

- Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples
  - Available and in the Brief: No
  - Not available and not in the Brief: Yes
  - Reason: We use evaluations of Teacher Work Samples for program improvement.

**Rates**

- Rates of completion of courses and program
  - Available and in the Brief: Yes
  - Not available and not in the Brief: No
  - Reason: This data is available in the brief and
**Assessment results related to TEAC Quality Principle I**

- 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*.

**Brief**

- Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

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

**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

**Notes:**

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, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

**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 2017 EPP Annual Report.
I am authorized to complete this report.

Report Preparer's Information

Name: Bill Freese
Position: Assessment Coordinator
Phone: 406-994-3072
E-mail: iedbf@montana.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.