

# 2015 EPP Annual Report

<b>CAEP ID:</b>	10318	<b>AACTE SID:</b>	3210
<b>Institution:</b>	Montana State University - Bozeman		
<b>EPP:</b>	Educational Leadership		

## 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.

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

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

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.

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

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 34

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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:

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.

Descriptive statistics on completers by year of completion:

<http://www.montana.edu/education/accreditation/index.html>

## Section 5. Candidate and Program Measures

No, a program or programs leading to initial teacher certification is not currently being offered.

## 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.

Weakness 2.3 Influential quality control system

Not all the assessment results that the program is proposing are currently collected and a system of collecting and monitoring data needs development.

The MSU EDLD program continues to collect and analyze program and completer data. In addition to hiring a data entry technician to record assessment data, faculty have met regularly to discuss continuous program improvement using program assessment data. We have designed six structured activities for field experience that are aligned with course outcomes and ISLLC Standards to measure overall candidate competence and program coherence. We are in the process of conceptualizing the impact of the proposed ISLLC standards and redesigning curriculum to align with the proposed changes to ISLLC standards, which include changes in program outcome measures. Additionally, we continued our partnership with a regional school superintendent consortium as a means of establishing an advisory council to provide input about program goals and continuous improvement, and have extended this to include educational leaders from the Crow and Northern Cheyenne Indian Reservations.

Stipulation 2.1 Rationale for assessments

The program needs to develop a clear rationale for the assessment instruments, the rubrics for scoring, and the criteria for success for each assessment it is proposing to use to support its claims.

In Fall of 2013, the MSU EDLD Program submitted a petition for the removal of the stipulation and provided evidence to demonstrate remediation of the deficiency. A follow-up phone conference in February of 2014 with TEAC officials clarified our position on stipulation removal and program efficacy. Prior to the stipulation removal petition, we had established criteria for both student and program success for all assessments. We continue to examine both the criteria for student and program success, its measures, and the logic underlying alignment of purpose, criteria, and measures. We also eliminated seven assessments that did not inform our claims or that did not demonstrate criterion validity. With input from our regional superintendent advisory council, we developed highly structured field experience activities and criteria to better measure candidate competence in clinical settings as well as overall program success.

## 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.

Type of Evidence	Available and in the Brief <sup>1</sup>		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



Analysis determined little to no variation among students, therefore it was not helpful in decision making.

Scores on standardized tests

Candidate scores on standardized license or board examinations



Praxis is a nationally normed assessment used by many schools of educational leadership as a means to assess candidate knowledge.

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

No documented correlations were found between GRE scores and professional practice. Additionally, as



a land grant university, we choose to use successful teaching experience, supervisor recommendations and undergraduate GPA as admission criteria.

Standardized scores and gains of the completers' own students

These data are not available to us from the Montana State Office of Public Instruction. State Superintendent has refused to tie teacher quality measures to student achievement data.



Ratings

Ratings of portfolios of academic and clinical accomplishments

We eliminated these self-reports in favor of quantifiable and structured activities during clinical practice. Rubrics were developed that clearly reflect criteria for success for each assessment.



Third-party rating of program's students

The MSU EDLD Program has entered into a partnership with the state professional school administrator's group to share mentoring responsibilities of new leaders. Third party mentors will help rate and assess MSU graduates in the field.



Ratings of in-service, clinical, and PDS teaching

EDLD faculty developed six structured activities to be completed during field experience that are aligned with program and course outcomes as well as aligned to the ISLLC standards. Rubrics were developed that clearly reflect criteria for success for each assessment.



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

Supervisor ratings provide measures of skills, competencies and dispositions during clinical practice. These ratings compliment the six structured activities that measure knowledge and application of course outcomes.



Rates

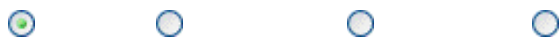
Rates of completion of courses and program

Until recently, it was difficult to determine which students were degree seeking and which students were simply taking courses for other reasons (teacher recertification) since the program has open access as a land grant university. Tightly aligning principal endorsement with the MEd in Educational Leadership improved our data collection system making tracking students in programs easier. Solutions are still being worked to capture superintendent endorsement data.



Completers' career retention rates

Retention is tracked for three years and has been found to be a reliable measure of completer efficacy.



Completers' job placement rates		This measure indicates program reputation as well as individual candidate efficacy
Rates of completers' professional advanced study		Recent discussions find us considering this measure especially as program graduates return to complete advanced degrees.
Rates of completers' leadership roles		Because school leadership positions may be limited in certain geographical areas, program graduates can still have an impact in other leadership roles such as teacher leader, instructional coach, curriculum coordinator, etc. These roles are vital to overall school improvement. This is an ongoing measure of candidate quality.
Rates of graduates' professional service activities		This measure has not been determined to demonstrate candidate quality as much as longevity, and is not easily accessed with reliability.
Case studies and alumni competence		
Evaluations of completers by their own pupils		These data are not currently collected in the state of Montana
Completer self-assessment of their accomplishments		Self-reflection is a hallmark of effective leaders and effective education leadership programs.
Third-party professional recognition of completers (e.g., NBPTS)		We have no consistent means of collecting these data since it is mainly self-reported. This measure is unreliable over time.
Employers' evaluations of the program's completers		These data are not provided due to the right to privacy concerns and contractual restrictions.
Completers' authoring of textbooks, curriculum materials, etc.		We have no consistent means of collecting these data since they are mainly self-reported. This measure is unreliable over time.
Case studies of completers' own students' learning and accomplishment		We have no consistent means of collecting these data since they are mainly self reported. This measure is unreliable over time.

<sup>1</sup>: 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.

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

EdLead\_CAEP\_table\_4.15.15.xlsx

## 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 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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