

# 2017 EPP Annual Report

<b>CAEP ID:</b>	10318	<b>AACTE SID:</b>	3210
<b>Institution:</b>	Montana State University - Bozeman		
<b>EPP:</b>	Teacher 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 2015-2016 ?

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 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.)

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.

## 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:

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.

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

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

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

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

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

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

We do not use a third-party rating of students for program improvement.

Ratings of in-service, clinical, and PDS teaching

We use the Field Experience Performance Assessment (FEPA) for program improvement.

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

We use evaluations of Teacher Work Samples for program improvement.

### Rates

Rates of completion of courses and program

This data is available in the brief and we are using it for program improvement.

Completers' career retention rates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are currently designing a system to gather this data with the assistance of the Montana Office of Public Instruction.
Completers' job placement rates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are currently designing a system to gather this data with the assistance of the Montana Office of Public Instruction.
Rates of completers' professional advanced study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Rates of completers' leadership roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Rates of graduates' professional service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Case studies and alumni competence					
Evaluations of completers by their own pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Completer self-assessment of their accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Employers' evaluations of the program's completers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are currently designing a system to gather this data with the assistance of the Montana Office of Public Instruction.
Completers' authoring of textbooks, curriculum materials, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	We have not collected this data and do not intend to collect or use for program improvement.
Case studies of completers' own students' learning and accomplishment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are currently designing a protocol for case study and intend to pilot in 17-18.

<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.

 MSU-Bozeman Assessment Data Formatted for CAEP Annual Report 2017

## 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

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