2018 EPP Annual Report

CAEP ID:	10318	AACTE SID:	3210
Institution:	Montana State University - Bozeman		
Unit:	College of Education, Health & Human Development		

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	◉	○
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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure[1]

217

2.1.2 Number of completers in <u>advanced</u> 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.)[2]

78

Total number of program completers   295

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[1] For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

[2] 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 2016-2017 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 Any change in the legal status, form of control, or ownership of the EPP.

No Change / Not Applicable

3.3 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

3.4 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

No Change / Not Applicable

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

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:	http://www.montana.edu/education/undergrad/index.html
Description of data accessible via link:	We are in the process of analyzing the data for the eight annual reporting measures, and will post these measures on the above webpage beginning in 2018-2019.

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	☑	☑	☑	☑	☑	☑	☐	☑
Advanced-Level Programs			☐	☐	☐	☐	☐	☐

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?

We are in the process of analyzing the data for the eight annual reporting measures, and will post these measures on the above webpage beginning in 2018-2019.

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.

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?

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1) EDU 495 (Student Teaching) was designated as satisfying the Research component for the Core curriculum in 2016-2017. This recognizes the Teacher Work Sample, completed in the student teaching semester, as a substantive research project.
2) The Field Experience Performance Assessment (FEPA) was modified to align with the Danielson Framework for Teaching. Interrater reliability training was conducted for all Field Supervisors.
3) The Teacher Work Sample was modified to align with the Danielson Framework for Teaching. Interrater reliability training was conducted for all Clinical Evaluators.
4) We began faculty conversations about using common language when instructing about instructional outcomes and learning objectives.
5) We created language to insert in all course syllabi that delineates instructional outcomes and learning objectives. This language will be inserted in all syllabi beginning in Fall 2018.
6) We completed alignment between the InTASC Standards, the Montana Professional Educator Preparation Standards, and the Danielson Framework for Teaching.
7) We revised our Student Consultation Form to reflect our Professional Competencies and Dispositions document and the Professional Educators of Montana Code of Ethics. See https://montana.qualtrics.com/jfe/form/SV_0O3oxj6fLuZYUIL
8) We are in the process of moving our quality assurance system from Microsoft Access to a new platform due to Access no longer being supported at our university.
9) We piloted Employer and Completer Satisfaction Surveys and are in the process of refinement.
10) We are in the process of developing a strategy to assess completer impact.
11) Our University Teacher Education Council (consisting of representatives for all teaching majors and minors) met four times to discuss program improvement.

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

1.1 Understanding of InTASC Standards
1.2 Use of research and evidence to measure students' progress
1.3 Application of content and pedagogical knowledge
3.6 Candidates understand the expectation of the profession
4.3 Employer satisfaction
4.4 Completer satisfaction

Upload data results or documentation of data-driven changes.

Code_of_Ethics_Adopted_July_2016.pdf

Danielson_to_PEPPS3.28.18.docx

DanielsonFrameworkUpdatedInTASC3.27.18.docx

dispositionsandcompetenceis.pdf

zCompleter_Survey_Instructions_113016.docx

zEmployer_Satisfaction_Survey_Instructions_113016.docx

10.18.17_University_Teacher_Education_Council_Agenda.docx

11.8.17_University_Teacher_Education_Council_Agenda.docx

UTEC_Agenda_2.26.18.docx

UTEC_Agenda_4.2.18.docx

FEPA_Interrater_Reliability.pdf

TWS_debrief5.24.docx

Draft_Syllabus_Text_for_IO_and_LO(1).docx

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

◉ Yes   ○ No

6.3 Optional Comments

Our plans for the 18-19 academic year are to:
1) Examine signature assignments across all teaching majors and minors and adjust to better reflect learning outcomes. Align rubrics to modified signature assignments, and conduct tests of reliability and validity.
2) Examine the Teacher Work Sample and adjust to better reflect learning outcomes. Align rubrics to modified Teacher Work Sample, and conduct tests of reliability and validity.
3) Create a work plan and quality assurance system for Accreditation of Advanced Programs. Implement programmatic changes and quality assurance system in 2019-2020.

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 2018 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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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