

# 2016 EPP Annual Report

<b>CAEP ID:</b>	11864	<b>AACTE SID:</b>	4485
<b>Institution:</b>	Stephen F. Austin State University		
<b>Unit:</b>	James I. Perkins College 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 2014-2015 ?

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 659

**\*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 2014-2015 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.

Unit Pass Rates for Teacher Preparation Tests:

<http://coe.sfasu.edu/students/unit-data>

## 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.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

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|--|-------|
| 1. The unit does not regularly and systematically assess professional dispositions of all advanced program candidates. | (ADV) |
|--|-------|

In the 2014-2015 academic year, the EPP formed a CAEP Unit Assessment Committee that created a revised system for dispositions assessment during that academic year. This system was piloted in the 2015-2016 academic year, and is intended for initial certification. This is important for the advanced programs and meeting this AFI, as it will provide the model for our advanced programs dispositions assessment, scheduled for development in the 2016-2017 academic year. The dispositions assessment system for initial programs was successfully piloted in clinical teaching during the 2015-2016 academic year, and reliability and validity are being established for the instruments. The instruments used in this process will be modified to meet the needs of advanced programs in the fall semester, and should be piloted to assess dispositions in targeted advanced programs in the spring semester of the 2016-2107 academic year, with full implementation scheduled for the 2017-2018 academic year. The CAEP Unit Assessment Committee also created an official EPP Dispositions Statement in 2014-2015, which sets the expectations for teacher candidates in all programs. The EPP Dispositions Statement is founded on the Core Values of the unit, and all candidates are expected to read and acknowledge the professional dispositions expected of our candidates. This too, will be adapted to meet the needs of our advanced programs. A dispositional checkpoint system is being used to regularly and systematically administer the new dispositions instrument for initial programs, with at least 3 checkpoints: prior to acceptance to the EPP, at or near the time of the first field experience, and just prior to the candidates' exit from the program. This model will be used to develop an appropriate checkpoint system for advanced program candidates as well. The committee will further develop an improved, systematic approach to assessing professional dispositions for all advanced programs, using these established benchmarks. Advanced program candidates will undergo dispositional assessments at entry to the program, the midpoint, and during the final semester of the program. In the School Psychology Program, dispositional assessment is in place, and will be moving to this benchmark approach to systematic assessment in this area. Another improvement in place specifically in the School Psychology program has been the implementation of rubric-based annual evaluations of all students' professional dossiers with attention to professional dispositions indicated through this work.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

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|---|-------|
| 1. The unit does not systematically share assessment data with faculty across initial programs to support continuous improvement. | (ITP) |
| 2. The unit does not systematically collect data for some assessments to improve the unit and its programs.                       | (ADV) |

1. The unit currently has three mechanisms in place to systematically share assessment data with faculty across initial programs.

- The Professional Educator's Council (PEC) meets three times per academic year to disseminate assessment data to faculty in initial certification programs. The PEC consists of representatives from every initial certification program across the college, and from the colleges whose majors seek educator certification. This includes the program coordinator for each of these programs, as well as each department chair or director. Representatives then relay the information to their departments, schools, and programs during regularly scheduled meetings. This is an increase in the number of PEC meetings, from 2 to 3 meetings annually, and incorporates a more strategic plan for inclusion of appropriate faculty and dissemination of information and assessment data to sub-groups outside the PEC.
- A second mechanism in place to systematically share assessment data with faculty across initial programs is the annual EPP-wide Data Day. This event is held each fall, usually in September, and provides a space for faculty across all initial programs to share both unit and program data, to analyze the data, and to make strategic data-informed program decisions. Data Day is strategically plan to allow programs to meet individually for several hours in the morning, and then to come together as a unit in the afternoon to share findings from the program sessions, as well as to review unit data. In preparation for this day, a program coordinator's workshop is held with the intention of equipping program coordinators to maximize the benefit of Data Day.
- A third mechanism for the sharing of data is the use of our data management system, LiveText and LiveText Field Experience Module (FEM). EPP faculty and program coordinators have access to LiveText, our adopted data-management system, as well as the benefit of a college-wide data management coordinator. The Office of Assessment and Accountability and the data management coordinator assist faculty with utilizing the system to access and examine program and unit data. Future plans include a more comprehensive repository on the college website for faculty to easily access both program and unit data. The EPP is currently in the planning stages of developing this site, with the intention of providing this by the 2016-2017 academic year.

2. The CAEP Unit Assessment Committee is addressing this AFI for advanced programs. This committee includes faculty from

advanced programs who are working with other program faculty and the Office of Assessment and Accountability to develop a more comprehensive system for advanced programs to systematically collect data. The data management system, LiveText Field Experience Module (FEM) is being phased in to all field experiences in advanced programs. In the 2016-2017 year, the Principal Preparation Program will begin full implementation of FEM to collect all assessment data. The doctoral program in Educational Leadership is also being addressed. Electronic data collection of dissertation proposals and other assessment data from the doctoral program is a discussion point. In School Psychology, the program fully implement Trac Dat and LiveText to systematically collect and store the data needed for the assessments of the Doctoral and Master's program in closing the gap and fully participated in the college-wide Data Day to review this data for program improvement. Additionally in the School Psychology program, the program faculty annually and independently evaluate students' dossiers and review the results for remediation and advisement.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that all candidates have field experience and clinical practice with P-12 students from different socio-economic groups, and diverse ethnic/racial groups, and English language learners and students with disabilities.	(ITP)	(ADV)
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The unit has adopted the LiveText Field Experience Module (FEM), a data management tool to assist in more comprehensive documentation of field experience and clinical practice placements at both the initial and advanced levels. We feel that the candidates have been placed in diverse settings with P-12 students, but that the documentation process did not accurately reflect this at the time of this AFI. The FEM allows us to more thoroughly document and track a candidate's placements across their entire program, ensuring that each candidate has a variety of experiences in diverse settings. This process is being phased in gradually across both initial and advanced programs, with a projected date of fall 2016 for use across both initial and advanced programs in all field experience and clinical practice courses. The roll-out of this process began with the initial program clinical practice, and currently all initial program clinical practice and field experiences in the EPP are tracked in FEM, with demographic data recorded to ensure diverse settings. This process began in the spring 2014 semester and moved to full implementation at the initial program level in the 2015-2016 year. All advanced programs should be utilizing FEM by the end of the 2016-2017 academic year. The LiveText FEM ensures that the EPP faculty and staff are able to efficiently track placements of all candidates in order to ensure that all candidates have a diverse range of experiences across grade levels, socio-economic groups, ethnic and racial groups, and with P-12 learners with diverse needs, such as language and disability. The college Office of Assessment and Accountability has a dedicated staff position responsible for tracking the diversity of placements at the clinical practice level. Program coordinators and faculty for both initial and advanced programs are responsible for tracking the diversity of placements in field experiences. In the School Psychology program LiveText is supplemented by a system called Time to Track; both are being used to track the student's hours in the field and their experiences.

### Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The unit is two years out from the previous NCATE review, at which time we had selected NCATE Standard 3 as the area of focus for continuous improvement. With the transition from NCATE standards to CAEP standards, the unit is now focused on CAEP Standard 2: Clinical Practice and Partnerships, for the area of focus. In the 2014-2015 academic year, a unit Field Experience and Clinical Practice committee was formed to begin the work of developing a systematic approach to collecting baseline data, setting goals for each academic year, and using data to plan for improvements in each subsequent year. Additionally, the LiveText Field Experience Module (FEM) was implemented as a collection tool for this data. This implementation was a step toward addressing Standard 2.1, Partnerships for Clinical Preparation, addressing the need for technology-based collaborations with a range of participants. FEM allows a shared space through the use of technology for field supervisors, mentor teachers, teacher candidates, and the EPP to collaborate and maintain coherence and communication. A CAEP Unit Assessment Committee was formed and began meeting in the 2014-2015 Academic Year to review all unit assessments in order to revise or create unit assessments that reflect the ways in which the unit meets or exceeds CAEP standards, and to inform program and unit decisions. In the 2015-2016 year, this committee continued the review process in order to add, delete or revise all existing assessments to meet the new CAEP standards and to provide the program data needed for continuous improvement.

To address standard 2.2, both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's clinical experiences. The unit has enhanced the professional development activities provided by the unit for school partners' professional development. The unit works with partners through the Field Experience and Clinical Practice Committee to design the clinical practice instructional programs in a manner that is mutually beneficial for both candidates and P-12 students. The unit and school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

The unit works closely with our district partners through the Educator Preparation Program Advisory Committee, which is comprised of faculty members, associate deans, clinical faculty, university supervisors, and district leadership. Additionally, the Field Experience and Clinical Practice Committee, comprised of faculty members, associate deans, clinical faculty, and district partners is instrumental in continuously evaluating the clinical experiences of the EPP. There is a unit advisory committee, as well as some individual program advisory committees that work to maintain high standards for the candidates.

Faculty members are actively involved in partnership with the schools; many faculty offer professional development within our partner districts, and school personnel are invited into practicum classes as well. The college works continuously to strengthen the

relationship with partner schools. At the culmination of the 2015-2016 year, a Partners in Educator Preparation event was held, honoring and sharing program information with field supervisors, professional educator faculty, cooperating and mentor teachers from P-12 classrooms, and administrators from partner schools. This effort was employed to emphasize the importance of all stakeholders in the educator preparation process and to share program information and data. Field experiences and clinical practice continue to allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with P-12 students and professional educators. Our progress in continuously improving these experiences has involved a redesign of some of our field experiences in the secondary education programs. During clinical practice, candidate learning is continuously integrated into the partner school program and into teaching practice, with the guidance of the cooperating teachers and field supervisors. Our candidates have multiple opportunities throughout their program to interact with teachers, families of students, administrators, college or university supervisors, and other candidates about their experiences. We have improved the intentionality with which track the range of experiences that our candidates have in their school interactions through the provision of a diverse range of field experiences and clinical teaching. Our clinical practices are well-planned, intentional experiences for our candidates. Candidate have multiple opportunities to assess, plan, instruct, and reflect. They learn the importance of and practice differentiation of instruction to meet the diverse needs of all learners in each of our placement sites. Candidates are observed regularly and receive formative feedback from a variety of sources, including, but not limited to, the classroom cooperating teacher and the university supervisor. We continuously evaluate our program and make data-informed decisions to progress toward target level performance in the area of Clinical Practice and Partnerships.

## 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 2016 EPP Annual Report.*

I am authorized to complete this report.

### Report Preparer's Information

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