

2017 EPP Annual Report

CAEP ID:	11864	AACTE SID:	4485
Institution:	Stephen F. Austin State University		
Unit:	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 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 564

***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.

The link below is public and on the unit website. It makes available: Results of state licensure exams and the Title II Report.: <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:

1.	The unit does not regularly and systematically assess professional dispositions of all advanced program candidates.	(ADV)
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In order to continue progress toward regularly and systematically assessing professional dispositions of all advanced program candidates, the following action steps were successfully accomplished by the CAEP Unit Assessment Committee for AY 2015-16:

a) An EPP Advanced Programs Dispositions Statement (APDS) was developed. The APDS is grounded in the Core Values of the Unit and specific to expectations for all advanced program candidates.

b) Work began to design a dispositions assessment instrument that aligns with the APDS.

c) Goals for AY 2016-17 were set and included: Finalizing the dispositions assessment instrument (APDAI) specific to advanced programs, piloting the new instrument, establishing acceptable validity and reliability.

Moving forward beyond AY 2016/17 a checkpoint system will be used to regularly and systematically administer the new dispositions instrument for advanced programs. This system will include measurement of candidate dispositions upon entry to the program, at the midpoint, and during the final semester of the program.

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

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)

This section summarizes five mechanisms utilized to systematically share assessment data with faculty across initial programs: (a) The Professional Educator's Council (PEC), (b) The Educator Preparation Program Advisory Council (EPP Advisory Council) (c) EPP Wide Data Day, (d) LiveText Field Experience Module, and (e) Intranet Accessible Unit Data. Collectively these mechanisms enhance the unit's capacity to make more informed evidence-based decisions that support continued improvement.

(a) The Professional Educator's Council (PEC) consists of representatives from every initial certification program across the college, and from the colleges whose majors seek educator certification as well as students. This includes the program coordinator for each of these programs, as well as each department chair or director. PEC met three times creating multiple opportunities for shared decision-making and dissemination of assessment data. The types of assessment and data discussed at PEC meetings included but were not limited to: Results from unit level assessments such as candidate dispositions, work sample, Texas Teacher Evaluation and Support System (T-TESS), Candidate Evaluation of the Program, as well as candidate pass rates on required state content exams. The PEC Representatives then communicate the information to their departments, schools, and programs during regularly scheduled meetings.

(b) The Educator Preparation Program Advisory Committee (EPP Advisory Committee) is comprised of faculty members, associate deans, clinical faculty, university supervisors, and P-12 partner school district leaders. This committee met twice creating multiple opportunities for shared decision-making and dissemination of assessment data.

(c) EPP- Wide Data Day. This event occurred in September 2015, and provided time and space for faculty across all initial programs to share and analyze both unit and program data, as a means to make strategic data-informed program decisions. Data Day allowed 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 was held with the intention of equipping program coordinators to maximize the benefit of Data Day.

(d) LiveText and LiveText Field Experience Module (FEM). A fourth mechanism utilized for sharing of data is the use of our data management system. 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.

(e) Intranet Accessible Unit Data. This represents a new pilot strategy for making assessment data more available to unit faculty,

staff, and P-12 Partners. It includes the use of Sharepoint, a Microsoft Office 360 product that is an intranet website.

(f) Goals were set for AY 2016-17 and included encouraging PEC to meet a minimum of four times each school year instead of three, solicit faculty feedback from faculty on data day, provide professional development to faculty and staff to maximize the unit's capacity to experience the benefits associated with using 21st century data management systems, determine the usefulness of Sharepoint for making data more available to faculty and staff.

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

<p>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.</p>	<p>(ITP)</p>	<p>(ADV)</p>
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In order to 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 the following action steps were successfully completed in AY2015/16:

- a.) The unit expanded its use of Live Text Field Experience Module (FEM), a data management tool, allowing the unit to more thoroughly document and track initial and advanced candidate's placements across their entire program, ensuring that each candidate has a variety of experiences in diverse settings.
- b.) Demographic data collection began on field experience and clinical practice sites utilized by the unit (N= 214 placement sites). Data analysis revealed the following demographic information summarizes the P-12 students across all 214 placement sites: 51% are male, 48% are female; 59% are from ethnic minority populations; 42% participate in the Free Lunch program; 10% are English Language Learners, 19% have Special Needs; and 9% are in Special Education Programs.
- c.) It was concluded that overall 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.
- d.) Goals were set for AY 2016/17 and included: Continuing data collection across current and new field experience clinical practice sites, further refining the system for tracking the diversity of placements as candidates move through the program.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

The unit is three years out from the last NCATE review, at which time we selected NCATE Standard 3 as the area of focus for continuous improvement. With the transition from NCATE standards to CAEP standards, the unit chose CAEP Standard 2: Clinical Practice and Partnerships, for the area of focus. In order to ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development, the following summarizes action steps related to Standard 2.1, 2.2, and 2.3 that were successfully completed in AY2015/16:

Standard 2.1: Partnerships for Clinical Preparation

(a) Technology-based collaborations with partners was further expanded through the use of LiveText Field Experience Module (FEM) as a collection tool for data. 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. More specifically expanded use of FEM included the following: (1) Initial programs began use of FEM beyond clinical teaching to include use of FEM in all field experiences, (2) Most advanced programs began piloting use of FEM.

Standard 2.2: Clinical Educators

(b) Both unit and school-based faculty continued involvement in designing, implementing, and evaluating the unit's clinical experiences by jointly determining field experience and clinical teacher placements.

(c) The unit worked 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 Field Experience and Clinical Practice Committee reviewed the dispositions assessment to be completed during clinical practice and field experiences. This contributed to the dispositions assessment being successfully piloted for initial programs.

(d) The unit worked closely with district partners through the Educator Preparation Program Advisory Committee, which is comprised of faculty members, associate deans, clinical faculty, university supervisors, and district leadership. The Educator Preparation Program Advisory Committee provided the unit with feedback on: (1) Policies and practices being considered by the Professional Educator's Council, (2) CAEP Unit Assessments being piloted.

(e) 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 event represents a retention effort that emphasized the importance of all stakeholders in the educator preparation process. The Partners in Educator Preparation event created opportunities to further enhance relationships and share program information/data with partner schools.

Standard 2.3: Clinical Experiences

(f) The unit worked with partners to better document use of clinical experiences with sufficient diversity as a means to more clearly indicate candidates' ability to demonstrate positive impact on all students' learning and development. This was accomplished when the Unit's Office of Assessment and Accountability used resources made available through communication with partner schools to collect accurate demographic data (ethnicity, gender, Free/reduced lunch participation, special needs, special education) on field experience and clinical practice sites utilized by the unit (N= 214 placement sites).

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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