

2018 EPP Annual Report

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|---------------------|---|-------------------|------|
| CAEP ID: | 10322 | AACTE SID: | 3205 |
| Institution: | University of Montana-Missoula | | |
| Unit: | Phyllis J. Washington College of Education and Human Sciences | | |

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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

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.)²

Total number of program completers 319

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

With a new President at the helm beginning January 2018, we are preparing for new directions to be released on May 15, 2018 that will include a new University of Montana Mission Statement and immediate actions to eliminate programs and structures that are no longer fiscally viable. These transformations will direct significant programmatic changes in UM's Educator Preparation Programs that will alter the course of our accreditation work.

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

At the graduate level, the department added an M.A. in Education with options in Educational Research, Learning and Assessment, Critical Social Issues, and Diversity in 2016 to better meet the needs of professionals who may already hold teacher licensure, or those from other areas interested in professional education degrees to prepare them for work in nonprofit or non-school settings. This degree also prepares participants for doctoral work in education. Additionally, in the fall of 2017, the Department implemented a new baccalaureate degree and M.Ed. in

Early Childhood Education (P-3).

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

In partnership with Flathead Valley Community College, the Department piloted this model in the Fall of 2016. This program offers students the opportunity to remain in their community while completing a baccalaureate degree in elementary education. The teacher candidates meet at their local community college to join our Missoula-based courses via video conferencing. Students are supported by an on-site UM liaison, regular face-to-face meetings with faculty and staff that travel to these remote locations, and on-site supervisors for their clinical placements.

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://coehs.umt.edu/about/accred/CAEP%20Annual%20Reporting%20Measures/default.php>

Description of data accessible via link: The webpage will contain requested data. We expect all but Outcome 8 to be addressed.

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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Advanced-Level Programs | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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 have established an area to share these data once they are available. UM is currently working with EPPs from across the state to collect most of these annual reporting measures. This process begins later this year. This is addressed in further detail later in the report.

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.

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

1. Candidates have limited opportunities to work with diverse P-12 students. (ITP) (ADV)

Recently, plans for making substantial improvements were finalized by faculty and administrators and approved by the Professional Education Council. Those plans are detailed below. These curricular changes are being adopted after a few years of exploring a variety of options including virtual reality platforms, case studies during student teaching, and field trips to more diverse educational settings. We believe these course-embedded activities are the best and most feasible options for improving diversity-related preparation.

Plan to Improve Diversity-Related Preparation in Licensure Programs

Courses across the programs will continue to include content related to diversity, including IEFA. To improve candidates' opportunities to learn, four courses in the department will now include both content on diversity as well as direct experience with diverse learners.

UNDERGRADUATE ELEMENTARY LICENSURE PROGRAM

EDU 346 Exceptionalities

EDU 346 Educating Diverse Learners (potential title)

Content will be adjusted to include a broader range of topics on educating diverse learners.

Course will integrate a service learning component where participants will work with students in the Flagship Program (diverse learners, mostly low SES).

UNDERGRADUATE SECONDARY LICENSURE PROGRAM

EDU 481 Content Area Literacy

Content in this course already includes a broad range of topics related to educating diverse learners and integrates a required service learning component; changes will simply emphasize a diversity focus and streamline expectations related to direct experiences with diverse student groups. Participants will work with UM ELL students or with learners in community- and school-based organizations to 1) better understand the diverse range of people's interactions with literacy, and 2) engage in practices that support language and literacy development in a range of subject areas and contexts (with a focus on English learners).

GRADUATE ELEMENTARY AND SECONDARY LICENSURE PROGRAM

C&I 514 Education Across Cultures

Content already includes a wide range of topics on educating diverse learners. Course will integrate a required service learning component with a menu of options for students to work with diverse learners (Empower Place at the Food Bank (Missoula); Emma Dickinson Center (Lifelong Learning Center) ESL classes (includes newly resettled adults); Aria Peters and Shirley Lindberg--ESL Services MCPS; IEFA Teams).

C&I 518 Inclusion and Collaboration

Content already includes a wide range of topics on educating diverse learners. Course will integrate a required service learning component where participants will work with students with disability.

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?

Diversity

Recently, plans for making substantial improvements were finalized by faculty and administrators and approved by the Professional Education Council. Those plans are detailed below. These curricular changes are being adopted after a few years of exploring a variety of options including virtual reality platforms, case studies during student teaching, and field trips to more diverse educational settings. We believe these course-embedded activities are the best and most feasible options for improving diversity-related preparation.

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Applied Research and Reflective Practice

Starting two years ago we implemented the Applied Research and Reflective Practice Project. This project is completed during the student teaching experience and is focused on candidates implementing an intervention that they have determined should improve their practice and subsequently improve their students educational outcomes. Through this process we are able to determine if our candidates are implementing effective practices. Equally important we can also determine whether they are engaging in meaningful reflection to determine next steps in a case where their practice was not effective.

We believe this is a robust exercise for our candidates in that they review research, implement a practice based on research, determine the effectiveness of the practice, and then reflect on the overall process. After two years of implementation we have started discussions about refining the process and the rubric (the current rubric is attached). We have continued to engage our clinical partners in these discussions and expect revisions to be made in the next year. We are currently reviewing data from the completed rubrics along with anecdotal feedback from partners and candidates.

Three-part State-wide Process to Determine Effectiveness

All Montana EPPs have worked collaboratively to establish a three-part, state-wide process for determining the effectiveness of our programs. All programs, in concert with OPI, have determined a timeline to implement these three phases. We believe this collaborative, highly coordinated process will result in much great response rates for completers and employers. We also feel the ability to share resources will allow for a better process for conducting case studies as part of our direct observation of program completers (third year).

Year 1 (2018): Implement Completer Satisfaction Survey




Year 2 (2019): Implement Employer Satisfaction Survey

Year 3 (2020): Implement Case Studies of Montana Teachers

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

- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.2.2 Clinical Experiences
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.3 Continuous Improvement
- x.1 Diversity
- x.4 Previous AFI / Weaknesses
- x.5 State Standards (if applicable)

Upload data results or documentation of data-driven changes.

-  APPLIED_RESEARCH_Rubric_1617_(7).docx
-  COMPLETER_Survey_Administration_Protocol_March2018.docx
-  DRAFT_EMPLOYER_Survey_Administration_Protocol_March2018.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

Potentially in the future.

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

Tag the standard(s) or component(s) to which the text applies.

Not finished yet

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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

Name: Trent Atkins

Position: Chair, Professor, Accreditation Director

Phone: 406.243.4978

E-mail: trent.atkins@umontana.edu

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