

2023 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

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

109

2.1.2 Number of graduates 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

48

Total number of program graduates 157

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Northwest Commission on Colleges and Universities

Status:

Accredited

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.umt.edu/education/accreditation/caep-accountability-measures/default.php>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

[CAEP Accountability Measures \(Initial\) \[LINK\]](#) <https://www.umt.edu/education/accreditation/caep-accountability-measures/default.php>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) <https://www.umt.edu/education/accreditation/caep-accountability-measures/default.php>

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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

The EPP provided limited evidence of mutually beneficial P-12 school and community arrangements for clinical preparation and shared responsibility for continuous improvement. (component R2.1)

Clinical experiences have been a focus of the UM Department of Teaching and Learning and accreditation team this year. The work started during a summer work session of faculty in August 2022 looking at the curriculum and assessments within the initial teacher licensure programs. Out of that, it became clear that there was a need for the Field Experiences Committee to focus more intentionally on things beyond policies and student issues and support. A reconstituted Field Experiences Committee (FEC) was established with a faculty member sharing chair responsibilities with the Director of Accreditation. The FEC is made up of five faculty, the director of accreditation, the field experiences director, the clinical experience and licensure specialist, and the LAB preschool director. The FEC has met seven times as the full committee (with one additional scheduled meeting in early May), there were three meetings of the chairs, and the FEC provided updates to the full department faculty during their monthly meetings and solicited feedback when appropriate. The FEC focuses on continuous improvement in clinical experiences and mutually-beneficial partnerships. While there are immediate things the FEC has done, we see this as a longer-term, ongoing, systematic process to engage partners and are working toward that end. Below are some examples of our work to date.

The FEC group began by taking a deeper look at the programs' clinical experiences to examine the scope and sequence of what we are asking candidates to do in the field. This led to the creation of syllabi for all of the clinical experiences culminating in one-page documents including the required hours and focus, contact information, and expectations for teachers, candidates, and UM clinical faculty. The intention was to then hold focus groups with teachers to discuss the one-pagers and expectations. At that point, we began to question the sequencing of coursework, communication with partners, and other parts of the curriculum. Therefore, we decided to loop back to our partners to help prioritize our work moving forward. We started by having an initial conversation with the assistant superintendent of our largest district partner in January 2023. It was then decided to connect with that district's principals about our work and our need for feedback from their teachers. We met with all the elementary and middle school principals in April 2023. We created a survey asking about any prior experience with UM candidates and the related expectations followed by questions about what they see as the knowledge and skills candidates should observe and practice in the field and what mutually-beneficial partnerships look like to them. While the survey is anonymous, respondents were given the option to share their email if they want to participate in further conversations. There are currently 77 responses after five days of the survey being open. The FEC will go through the responses at the May meeting to determine our focus for the 23-24 academic year. While this is a more indirect way of listening to the field, it is an essential component of focusing our future work and best utilizing our partners' time moving forward. We will also expand the survey respondents to teachers in the next 5-10 biggest partner districts.

Another project during 22-23 was to look at the clinical experiences set in our LAB preschool. Feedback from both the LAB classroom teachers and candidates told us that the experience was too intense, lacked targeted focus, was logistically challenging, and was impacting the preschool students in not fully positive ways. Adjustments were made regarding the focus, including observations in areas such as educational psychology and limiting the rotation and expectations of students so the classroom teachers could provide more targeted and immediate feedback to candidates. Initial reports about the changes have been positive and an end-of-the-semester meeting is scheduled for May to more formally assess the changes.

We have had a partnership with our local school district's ELL program since 2019. Coming out of Covid, we have been taking a closer look at the structure and function of this ELL-specific field placement. As part of the Level 2 capstone interview in the program, the candidate feedback about this experience has not been fully positive with candidate experiences' varying. Additionally, clinical faculty are seeing issues related to the quality of these placements. A meeting of UM faculty involved in this placement is scheduled for April 26, 2023, which will be followed by a conversation with the district's ELL team to focus on possible revisions to this mutually-designed program.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

The EPP provided limited evidence on the training and evaluation of high-quality clinical educators. (component R2.2)

The role of the Field Experience Committee was described in R2.1. The initial work of the FEC this year centered around partnerships and clinical experiences. We have not lost sight of R2.2. The initial work did center on the preparation of clinical educators and making sure that the expectations for both the school-based and university-based clinical educators were clearly articulated in the field experience syllabi and one-page overview documents described in R2.1. This is only a first step. One of our conversations with district administrators saw a middle school principal ask this same question – how do we evaluate the teachers with whom we place candidates so we know they are getting high-quality experiences? We clearly understand that we need to engage partners in what training and evaluation look like in this area and will target that in our work moving forward.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

The EPP provided limited evidence that it works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration. (component R2.3)

The work of the Field Experiences Committee was set out in R2.1 and is directly related to this section. In that section, we described the work of the committee looking at expectations for candidates, sequencing of experiences and the survey of current teachers to be used to guide our future work. Additionally, the partnerships with the LAB preschool and the local district's ELL program continue to adapt to candidate and partner needs. The current field experiences survey will inform future work in this area for the 23-24 academic year.

CAEP: Areas for Improvement (ITP)

3 Candidate Recruitment, Progression and Support

The EPP provided limited evidence of goals and progress for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (component R3.1)

Recruitment is done at both the College and departmental levels. In spring 2023, work at the college level shifted to a new position with a renewed, targeted focus on recruitment for teacher, administrator, and school counselor preparation programs. While this is still in its early stages, they met with both internal and external marketing entities to get an understanding of the options available to set a plan moving forward. From there, they will work with the director of accreditation to review the demographic data of our current candidates to begin better goal-setting and progress-marking indicators and systems. Additionally, the three professional academic advisors serving the program all come with an education background and are focusing their summer work on both recruitment and retention activities. Recruitment was a meeting topic of the various advisory councils (AC, PEC, College Advisory Council) during the 22-23 academic year as well. Additionally, the college is involved in other efforts to understand the needs in the field via participation in a multi-day professional development training in conjunction with the local school district and the largest clinical partner of the college.

CAEP: Areas for Improvement (ITP)

4 Program Impact

The EPP provided limited evidence demonstrating employer satisfaction with completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component R4.2)

Prior to the 22-23 academic year, the employer satisfaction survey used by EPPs in Montana involved one survey distributed across all employers in the state without the ability to disaggregate by EPP. UM was the first EPP to go through a CAEP accreditation review after the implementation of this system and received an AFI as a result. Subsequent to the self-study, we began a statewide conversation as part of the Montana Continuous Improvement Collaborative (CIC) which is a standing committee of the Montana Council of Deans of Education (MCDE). Out of those meetings of the CIC beginning in December 2021, a new process was approved and implemented where each EPP sends out its own survey in a two-year cycle during the spring.

The sole focus of the CIC is CAEP Standard R4 and RA4 looking at program impact and completer and employer satisfaction to develop a statewide implementation system. The CIC is made up of the four CAEP-accredited EPPs in Montana and the MCDE consists of all ten EPPs representing public, private, and tribal institutions in Montana. Any decisions made by the CIC are routed back to the MCDE for consideration and final decision-making. The CIC met 18 times from January 2022 through March 2023. During this time, decisions were made impacting all components of Standard R4 and RA4. However, the focus of this narrative will be to address the AFI for R4.1.

On August 15, 2022, per the recommendation of the CIC, the MCDE approved changes to the employer survey process. The changes included: 1) that each EPP will send out its own employer survey but with the same timeline for consistency across the state, 2) that the CIC sets deadlines, provides communication, instructions, and data templates, and assists with troubleshooting and support but data exchange happens directly between each EPP and the Montana Office of Public Instruction (OPI), and 3) that the EPPs will deploy the employer and completer survey every other year with the case study at least once during a three-year window. Essentially, the rationale for these changes was to provide more actionable data to each EPP, simplify the years to eliminate overlap, and make it easier for employers to know about whom they are responding. Ultimately, the frequency and resulting recency are more valuable and actionable data while still following the CAEP definition of completers.

Also included in the steps to improve the employer satisfaction survey were meetings with the Montana OPI. The OPI was critical in the process to obtain current, accurate employment locations for those program completers teaching in Montana. The CIC met with the OPI in June 2022 and then engaged in follow-up meetings and emails from August through October 2022 to pilot the process and review data inputs and outputs. This culminated in a final process which was implemented in December 2022.

All Montana EPPs, including UM, implemented the new employer survey process during February and March of 2023. UM's survey went to the employers of 89 completers between the years of 19-21. Twenty-eight employers fully responded to the survey with a 31% response rate. The findings of this survey were preliminary shared with the department chair of the initial teacher preparation programs followed by the full faculty on April 7, 2023. Overall, employers were satisfied with the preparation of their newly employed teachers. Across the 19 questions aligned with InTASC standards, no more than 7% (1-2 employers) stated they were somewhat unsatisfied or unsatisfied. The two categories slightly higher than that were working with families

(11% somewhat unsatisfied or unsatisfied) and incorporating Montana's constitutionally-required Indian Education for All into their classrooms (14% somewhat unsatisfied or unsatisfied). The findings of this survey will be shared and discussed with the Professional Education Council at the May 1, 2023 meeting. Preliminary comparison to the prior survey shows higher rates of satisfaction this time than with the prior survey which aggregated all 10 EPPs in the state. Additional work will be done by the QAS team over the summer and into the fall to compare these results to the prior survey as well as compare to the completer survey from 2021 to look for any trends. The employer survey will be completed again in Spring 2024 which will then put the cycle back to an every-other-year rotation.

CAEP: Areas for Improvement (ITP)

5 Quality Assurance System and Continuous Improvement

The EPP provided limited evidence that it developed, implemented, and modified, as needed, a functioning Quality Assurance System (QAS) that ensures a sustainable process to document operational effectiveness. (component R5.1)

The work of the Department of Teaching and Learning for the 21-22 and 22-23 academic years focused significantly on greater alignment and documentation of the alignment of coursework to standards. The other significant focus was on clinical experiences and partnerships as documented in the Standard 2 narrative sections of this report. As part of a July 2022 work session by faculty, conversations regarding assessments and their use, measurement of what we intend for them to measure, and coverage of the standards have been an ongoing thread of the conversations. The faculty are providing feedback regarding the programs' assessments at their upcoming faculty meeting which will drive their future work for Summer 2023 and the 23-24 academic year.

The College's Quality Assurance System Committee consists of faculty from both the initial (teaching) and advanced (administrative) preparation programs at UM along with the director of accreditation and associate dean. This represents a shift from the traditional department-based review system to a College of Education-based system. The committee met three times during the year to establish the processes and functions of this new college-wide group. The director of accreditation will meet separately with each department during the remainder of the semester and into the summer to further discuss the integration of these systems.

CAEP: Areas for Improvement (ITP)

5 Quality Assurance System and Continuous Improvement

The EPP provided limited evidence that its Quality Assurance System relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component R5.2)

The Department of Teaching and Learning has primarily focused on the alignment and documentation of the alignment of coursework to standards along with clinical experiences and partnerships during the current academic year. Assessments will be the focus of the summer 2023 work session which will set the stage for the 23-24 work. While most of the assessments used by the programs were reviewed related to validity and reliability prior to the most recent site visit, more work is needed in this area. One significant change for the current year was moving the capstone Applied Research and Reflective Practice project from individual instructors to one instructor teaching the group as a course. This was meant to address deficiencies in reliability, but more specifically to gain feedback on the efficacy of this assessment and candidates' preparedness to implement assessment-based applied research. Part of the work to wrap up the current year is looking at feedback related to the assessments which will include conversations about the continued use of this assessment. The QAS committee members also participated in the spring CAEP workshop on data quality as part of our training and collaborative work.

CAEP: Areas for Improvement (ITP)

5 Quality Assurance System and Continuous Improvement

The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement process. (component R5.3)

The most significant description of current stakeholder involvement was described in the narratives for Standard 2 in this report. The significant work of the Field Experience Committee, including meetings with local principals and the survey of current educators along with the LAB preschool and ELL collaborative work, indicates the systematic direction the department is headed in this area. Current educators' feedback will drive the department's work for the upcoming academic year. While the College of Education has an overall advisory council, the department is seeing the need for one more specific to their programs and is determining how that looks moving forward. In other words, is this group field-experience based, curriculum-focused, a more diverse group, or should it exist on a more ad-hoc basis? In addition to this work, the Professional Education Council has been restructured to include more campus-based stakeholders with meetings containing specific focus points for each month's meeting. The PEC members have been critical in setting this structure to meet the needs of internal stakeholders. The PEC met six times this year with a final planning and review meeting in early May. Additionally, the College Education Advisory Council made up of current practitioners across all education-related disciplines in the College met three times this year during which we discussed recruitment, programming, and the needs of the field.

CAEP: Areas for Improvement (ITP)

5 Quality Assurance System and Continuous Improvement

The EPP provided limited evidence that it regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes. (component R5.4)

The former accreditation director stepped down a year and a half before the site visit in April of 2022. The current director of accreditation formally stepped into the director role in January of 2022. The past 15 months involved the site visit followed by steps to implement systematic processes across two departments and eight programs. During that time, the faculty has become engaged in accreditation and program revisions in a way we have not seen in the college. We've implemented systems for directing standards-based curriculum revisions along with a mechanism to formally look at clinical experience to improve candidate practice and retention. We've also tightened up the process for completer and employer feedback by taking a leadership role at a statewide level. The entirety of this report should provide some understanding of the scope of work we've undertaken. Given capacity, we had to prioritize changes, and the QAS and systematically assessing performance are next on the list. We should have concrete changes to report to you at this time next year.

CAEP: Areas for Improvement (ADV) 2 Clinical Partnerships and Practice

The EPP provided an insufficient plan for partners co-constructing mutually beneficial P-12 school and community arrangements. (component A2.1)

As described in greater detail in A5.3, the Department of Educational Leadership established a departmental advisory council in Spring 2022 which has met four times during the 22-23 academic year with another meeting scheduled for May 2023. The focus of the March 2023 Advisory Council (AC) meeting was clinical experiences and specifically discussing what activities and/or projects principal candidates could complete related to each of the NELP standards. This work is ongoing and this was an initial conversation with partners regarding clinical experiences.

Since the Montana Board of Public Education passed revised standards for educational leaders based on NELP standards in early 2023, the department has started a full revision process of the principal licensure programs. The department faculty meet for two hours every week with the director of accreditation to work on curriculum, assessment, and clinical experience revisions. This is outside of the regular business-focused faculty meetings and separate from the advisory council meetings. During these meetings, there are focused conversations on the new standards and where this is or could be covered or expanded upon within the current program structure. So far this academic year, we have created alignment tables documenting content and coursework connections to the revised standards. We have brought in AC feedback on the meaning of standards as it relates to coursework. Additionally, we have incorporated conversations on assessments and are keeping track of possible activities and assessments provided by both the faculty and the AC. We have also started discussing acceptable evidence under the UBD model to drive both assessment and instruction. This is a process that will continue into the 23-24 academic year. Consequently, we are focusing on the co-construction of partnerships and clinical experiences utilizing the feedback of the Advisory Council while simultaneously using the AC for feedback on overall program structure and improvement.

CAEP: Areas for Improvement (ADV) 3 Candidate Recruitment, Progression and Support

The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations, and limited evidence that the provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (component A3.1)

Recruitment is done at both the College and departmental levels. In spring 2023, work at the college level shifted to a new position with a renewed, targeted focus on recruitment for teacher, administrator, and school counselor preparation programs. While this is still in its early stages, they met with both internal and external marketing entities to get an understanding of the options available to set a plan moving forward. From there, they will work with the director of accreditation to review the demographic data of our current candidates to begin better goal-setting and progress-marking indicators and systems. Additionally, the three professional academic advisors serving the program all come with an education background and are focusing their summer work on both recruitment and retention activities. Part of the department-specific recruitment activities involved traveling to 22 school districts throughout the state, including two trips this spring, with outreach and marketing materials reflecting the University's new branding. They also sent posters to each school district in the state in the fall. Recruitment was a meeting topic of the various advisory councils (AC, PEC, College Advisory Council) during the 22-23 academic year as well. Additionally, the college is involved in other efforts to understand the needs in the field via participation in a multi-day professional development training in conjunction with the local school district and the largest clinical partner of the college.

CAEP: Areas for Improvement (ADV) 5 Quality Assurance System and Continuous Improvement

The EPP provided limited evidence that its Quality Assurance System (QAS) is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component A5.1)

As discussed in other sections of this report, the Department of Educational Leadership has been meeting for two hours per week along with meeting with the newly-formed Advisory Council on overall program coursework, assessments, and field experiences. Therefore, there has been a slight delay in progress in the area of the QAS as this isn't simply tightening up what we're currently doing, but looking at overall improvements while engaging educators in the field resulting in more than a one-year process.

The College's Quality Assurance System Committee consists of faculty from both the initial (teaching) and advanced (administrative) preparation programs at UM along with the director of accreditation and associate dean. This represents a shift

from the traditional department-based review system to a College of Education-based system. The committee met three times during the year to establish the processes and functions of this new college-wide group. The director of accreditation has been a continuous part of the advanced program revision work and will continue to support the program as they develop assessments to integrate into the QAS system.

CAEP: Areas for Improvement (ADV)

5 Quality Assurance System and Continuous Improvement

The EPP presented limited evidence to ensure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, were involved in program evaluation, improvement, and identification of models of excellence. (component A5.5)

In Spring 2022, the Department of Educational Leadership established a departmental advisory council. The Advisory Council (AC) has diverse representation within its 13 members. The educators represent small, medium, and large schools across the entire state, including two Native American reservation districts. There are six males and seven females of which two are teachers, four are principals, six are superintendents, and one is the director of the School Administrators of Montana (SAM) which is a statewide professional organization.

The AC met in October 2022, November 2022, February 2023, and March 2023, and will meet again in May 2023. The focus of this year's meetings has been on standards-based curriculum revisions and clinical experiences. Over the past 18 months, Montana's Professional Educator Preparation Program Standards (PEPPS) underwent a full statewide review culminating in the passing of new NELP-based standards by the Montana Board of Public Education (BPE) on January 12-13, 2023. At the initial AC meeting, the council members were introduced to the NELP-based standards and the collaborative work we intended to do moving forward. At subsequent meetings, the council was asked to review standards and discuss what they mean to them in practice as educational leaders. Once we progressed through the standards, the meetings focused on clinical experiences and what activities were critical for principal candidates to participate in for each standard. At each meeting, the AC members met in small groups to discuss their ideas and then shared their feedback with the Educational Leadership faculty at UM who met following the AC meetings to go through the feedback. The feedback was categorized by what is currently included in the program, what should be incorporated in a more detailed or systematic way, and what is not currently included with possible ideas as to where it could be included. Once the UM faculty reviewed this, we shared our work at the start of the subsequent AC meeting so they were clear on how their feedback was used. The AC is a permanent group and will continue to guide the program's work moving forward.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

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 two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Progress on the Plan for RA4: The work on Standard RA4 is part of a statewide effort of the Montana Continuous Improvement Collaborative (CIC) which is a standing committee of the Montana Council of Deans of Education (MCDE). The sole focus of the CIC is CAEP Standard R4 and RA4 looking at program impact and completer and employer satisfaction to develop a statewide implementation system. The CIC is made up of the four CAEP-accredited EPPs in Montana and the MCDE consists of all ten EPPs representing public, private, and tribal institutions in Montana. Any decisions made by the CIC are routed back to the MCDE for consideration and final decision-making. The CIC met 18 times from January 2022 through March 2023. During this time, decisions were made impacting all components of Standard R4 and RA4. However, the focus of this narrative will be to address to the phase-in plan RA4.

Progress has been made on the phase-in plan on a delayed timeline. The biggest factor was the changing of Montana's Professional Educator Preparation Program Standards (PEPPS) which went through a full statewide review culminating in the passing of new standards by the Montana Board of Public Education (BPE) on January 12-13, 2023. The CIC had a draft completer and employer survey for principal licensure programs in place pending the final adoption of NELP-based standards by the Montana BPE. A subgroup of the CIC met twice in May 2022 and once in June 2022. They resumed their work in February 2023 after the passage of the new standards and met with faculty in educational leadership from the two Montana flagship programs once in March 2023 and twice in April 2023 plus UM's team met twice in April 2023 to work on additional edits to the proposed survey. It is anticipated that validity work and a pilot will be completed on the instrument in the summer or early fall of 2023 pending final approval by the impacted programs and the MCDE. The principal employer survey would then be implemented per the CIC protocol in Spring 2024, the completer in Spring 2025, and then on an every-other-year cycle moving forward.

The same groups involved in the principal survey will be creating a superintendent completer survey instrument using the same process described above. It is anticipated this instrument will be completed during Autumn 2023. The process for obtaining employer feedback for the superintendent licensure programs is scheduled to be discussed at an April 26, 2023 meeting of the two Montana flagship educational leadership programs.

While there has been a delay in the timeline to allow for alignment with newly implemented state standards aligned with NELP, progress is being made and the advanced programs should meet the target of ongoing data collection by 24-25 as scheduled.

Progress on the Plan for A5.2: Over the course of the past 18 months, Montana's Professional Educator Preparation Program Standards (PEPPS) underwent a full statewide review culminating in the passing of new NELP-based standards by the Montana Board of Public Education (BPE) on January 12-13, 2023. This has prompted the educational leadership faculty to undertake a process of full revision of the principal licensure programs from the coursework and curriculum through the assessments and clinical experiences. Consequently, the timeline has been pushed back since this is not simply a matter of tightening up what we're doing now, but relooking at what and how we are doing things while involving the department's Advisory Council. The AC work is further documented in the A2.1 and A5.3 sections of this report. The curriculum work and that of the AC have incorporated conversations on assessments and we are keeping track of possible activities and assessments provided by both the faculty and the AC. We have also started discussing acceptable evidence under the UBD model to drive both assessment and instruction. Once this process is further along, we will have more to report related to A5.2. The QAS committee members also participated in the spring CAEP workshop on data quality as part of our training and collaborative work.

6.1.2 Optional Comments

A.4.1 Satisfaction of Employers
A.4.1 Satisfaction of Employers
A.4.2 Satisfaction of Completers
A.5.2 Quality and Strategic Evaluation
x.4 Previous AFI / Weaknesses

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP

review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

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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.

See [CAEP Accreditation Policy](#)

Acknowledge