

Section 1. EPP Profile Updates in AIMS

2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

- Agree
 Disagree

1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

- Agree
 Disagree

1.3. I confirm that EPP s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP s scope of accreditation.

- Agree
 Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
 No

Please provide additional comments:

It is recommended that EPPs provide contact information for at least two individuals who are authorized to receive CAEP communications as primary and secondary contact. While not an explicit request for revisions, the EPP can add an additional contact if one has been identified.

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

Yes

No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

Yes

No

Section 2. EPP s Program Graduates [Academic Year 2023-2024]

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Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

87

Previous Year Number of initial-licensure level Graduates:

109

2.1.2 What is the 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? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

49

Previous Year Number of advanced level Graduates:

48

Total number of program graduates

136.00

Previous Year Total Number of Graduates:

157.00

AR Reviewer Question 2.1. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- Yes
 No

Section 3. Substantive Changes

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Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year s Annual Accreditation Report.

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 institution s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

3.4.2. Institutional Accreditation Status:

3.4.3. 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?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3.1. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

Section 4. CAEP Accreditation Details on EPP s Website

2025 Annual Accreditation Report : Annual Accreditation Report : 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 reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

4.1. URL Link for EPP s current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://www.umt.edu/ed>

4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer 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).**
 - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<https://www.umt.edu/ed>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

<https://www.umt.edu/ed>

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
- No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- Yes
- No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
- No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

-

Yes

No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2023-2024 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

Yes

No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

Yes

No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

Yes

No

Section 5: Areas for Improvement and/or Stipulations

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Section 5: Areas for Improvement 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) and/or stipulations until the EPP s next CAEP Accreditation Site Review.

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5.1. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: 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.]

- Yes
- No

AFI/Stipulation

| Component | Type | Status | Rationale |
|---|------|--------|--|
| R5.1 Quality Assurance System | AFI | Open | The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to use data to document operational effectiveness. |
| R2.2 Clinical Educators | AFI | Open | The EPP provided a training powerpoint and email communication but no data on training details nor data on the clinical evaluator survey. |
| A.3.1 Admission of Diverse Candidates Who Meet Employment Needs | AFI | Open | Insufficient evidence was provided that there have been sustained, targeted recruitment efforts for advanced candidates. The EPP provided limited evidence that demonstrated annual monitoring and progress of recruiting events and revisions made based on the effectiveness of listed recruitment efforts. There was no evidence of targeted efforts of recruitment of diverse candidates or that any efforts are targeted to meet the needs of |

community, state, national, and regional needs.

| | | | |
|------------------------------|-----|------|---|
| R5.3 Stakeholder Involvement | AFI | Open | The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected. |
| R3.1 Recruitment | AFI | Open | The EPP provided limited evidence that there have been sustained, targeted recruitment efforts for teacher candidates, including those who are diverse. The EPP did present a recruitment plan to indicate future efforts in this area, but no baseline data were provided. The EPP did not provide evidence that demonstrates annual monitoring and progress of recruitment and revisions made based on the monitoring or effectiveness of listed recruitment efforts. |
| A.5.5 Continuous Improvement | AFI | Open | The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected. |
| R5.2 Data Quality | AFI | Open | The EPP provided limited evidence that data used for assessment purposes is relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. |
| R2.3 Clinical Experiences | AFI | Open | The EPP provided contact hours and course sequences (duration) but limited details about breadth, depth, and coherence of experiences. |

| | | | |
|--|------------|-------------|--|
| <p>A.5.1 Quality and Strategic Evaluation</p> | <p>AFI</p> | <p>Open</p> | <p>The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning Quality Assurance System that ensures a sustainable process to use data to document operational effectiveness.</p> |
| <p>R5.4 Continuous Improvement</p> | <p>AFI</p> | <p>Open</p> | <p>The EPP provided limited evidence of regularly, systematically, and continuously assessing performance goals and relevant standards, tracking results over time, and documenting modifications and the effects on EPP outcomes.</p> |
| <p>R4.2 Satisfaction of Employers</p> | <p>AFI</p> | <p>Open</p> | <p>The EPP did not provide evidence of employer satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of preparation, year of completion, or race/ethnicity. The one cycle of data presented was on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.</p> |
| <p>R2.1 Partnerships for Clinical Preparation</p> | <p>AFI</p> | <p>Open</p> | <p>The EPP provided a sample MOU and emails but no details about partnerships, action items, data review, or decisions.</p> |
| <p>A.2.1 Partnerships for Clinical Preparation</p> | <p>AFI</p> | <p>Open</p> | <p>An insufficient plan was provided to support co-constructing mutually beneficial and co-designed experiences.</p> |
| <p>Items per page: <input type="text" value="10"/></p> | | | <p>1 13 of 13 < ></p> |

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

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Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), 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 CIC focus is a statewide implementation system aligned to CAEP Standard R4 and RA4.

Progress has been made on the RA4 phase-in plan on a delayed timeline of which the biggest factor was the changing of Montana's Professional Educator Preparation Program Standards (PEPPS) in mid-2023.

Draft completer and employer surveys were created for the advanced programs in Autumn 2024 with validity work across the three Montana educational leadership programs done in Spring 2025. A follow-up meeting of the CIC and impacted programs is scheduled for May 2025. The employer and completer survey would then be implemented per the CIC protocol on an every-other-year cycle moving forward.

The process for obtaining employer feedback for the superintendent licensure programs will be determined during Summer or Autumn 2025 involving the two Montana flagship educational leadership programs and one private EPP partner.

Progress on the Plan for A5.2: As described earlier in the report, Montana's Professional Educator Preparation Program Standards (PEPPS) shifted to NELP-based standards in mid-2023. This prompted the educational leadership faculty to undertake a process of full revision of the principal and superintendent licensure programs from coursework through 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 faculty and AC will specifically target assessment validity and reliability of these new assessments during the 25-26 academic year.

AR Reviewer Question 6.1. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?



Yes

No

Section 7: Feedback for CAEP & Report Preparer's Authorization

**2025 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization**

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2025 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.

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 Policies and Procedures](#).

Acknowledge

Semester of EPP s next CAEP Site Review

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Next Visit Date [Year] - Initial-Licensure Level

2028

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2028 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

Insert text here ...

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2025 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- Yes
- No