

2016 EPP Annual Report

CAEP ID:	11471	AACTE SID:	1603
Institution:	Indiana University Southeast		
Unit:	School of Education		

Section 1. AIMS Profile

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

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

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

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 204

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II:

<https://www.ius.edu/education/about-us/title-ii.php>

EPP Annual Reports:

<https://www.ius.edu/education/about-us/epp-annual-reports.php>

Professional Educator Data System (PEDS):

<https://www.ius.edu/education/about-us/professional-education-data-system.php>

Employer Surveys:

<https://www.ius.edu/education/about-us/employer-surveys.php>

School of Education Main Web Page with Links to all Above:

<https://www.ius.edu/education/about-us/index.php>

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 2 cited as a result of the last NCATE review:

1.	Unit-wide data are not aggregated for review by the entire unit.	(ITP)	(ADV)
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Four strategic, campus supported actions assist the EPP in addressing the Area for Improvement (AFI). (1) The Office of Institutional Effectiveness (OIE) now has the responsibility to collect and store data and provide aggregated unit data reports (key assessments, transition points, dispositions, diversity proficiencies, and surveys). (2) Task Stream was purchased and training provided to OIE and EPP faculty. All programs' Direct Response Folios have been created. (3) OIE now conducts the employer and alumni surveys. (4) An EPP Assessment Coordinator tenure track faculty line was approved. The position requires CAEP assessment experience and technical skills in data collection and analysis.

Four (4) strategic actions were identified by the EPP to address the AFI. (1) Initial programs developed a clinical practice assessment of candidate performance on the INTASC Standards. Data will be aggregated across all initial programs. The draft assessment is being piloted and will be revised for full implementation in Fall 2016. (2) Work was begun to revise the disposition assessment protocol to provide valid, reliable, and actionable data. This includes a revision of the descriptions of the dispositions to ensure objective and observable behaviors. (3) The structure of data retreats moved to a focus on both program and unit data. In fall 2015 employer and alumni survey results were analyzed across the EPP. A structured protocol has been designed to guide a thorough analysis of program and unit data in May 2016. (4) Advanced programs began identifying common elements from capstone projects on candidate impact on student learning. Data from rubric cells will be extracted, aggregated, and analyzed. Programs continue to analyze program data and take action. One example is using Pearson test results to identify deficiencies and design actions for remediation. Others include revisions to student teaching rubrics, observation forms, and lesson plan rubrics.

Section 7. Accreditation Pathway

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

Standard Two The Educator Preparation Program (EPP), Indiana University Southeast School of Education, is organized into committees around the five CAEP Standards for Initial Programs. These committees are called Quality Teams (QT). Quality Team Two monitors the implementation of Standard Two and provides leadership and technical assistance to programs as the EPP moves to excellence in Standard Two. Each member of Quality Team Two is assigned one or two program teams to ensure meaningful communication and technical assistance. The work accomplished by the EPP includes the following:

- Quality Team Two reviewed all syllabi and programs began a review of program handbooks for CAEP language related to clinical experience/practice and communicated its findings to individual programs and faculty.
- Each program team has reviewed its "Moving to Excellence" work plan twice during the year in order to update its progress and make revisions. (Graduate Programs' work plans are currently aligned to the CAEP Standards for Initial Programs. The graduate programs will transition to the CAEP Standards for Advanced Program after the standards have been finalized in Fall 2016.)
- Programs have begun the revision of other forms with the appropriate CAEP language related to clinical experience and practice. These forms include rubrics, letters to candidates and clinical partners, and program applications. This includes the use of the terms P-12 Clinical Educators/Academic Clinical Educators/Clinical Educators for directions, applications, and signatures.
- Programs have included in their revision of key assessment rubrics the correct terms related to clinical experience and practice.
- The Council on Preparing Education Professionals (COPEP), one of the School of Education's advisory groups, added school and community partners to its membership. The group had included only university faculty and administrators.
- Program teams have identified and implemented ways to more fully involve stakeholders in their programs. For example, prior to changing the evaluation form for student teaching, P-12 Clinical Educators, Academic Clinical Educators and Clinical Educators have been invited to participate in the revision of the clinical practice evaluation instrument. This semester, the elementary student teaching P-12 Clinical Educators are pilot-testing new forms assessing the INTASC Standards during the clinical practice. The

Graduate Studies Team is planning a summer professional development institute for teachers and administrators in the service area that will include co-presentations. The Educational Leadership Program has invited partners to participate in a back-mapping activity as it ensures relevant alignment to its new standards. The Educational Leadership and Elementary Programs involve district partners in mock interviews of elementary candidates conducted by building level administrator candidates.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.