

# 2017 EPP Annual Report

<b>CAEP ID:</b>	11471	<b>AACTE SID:</b>	1603
<b>Institution:</b>	Indiana University Southeast		
<b>Unit:</b>	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 2015-2016 ?

Enter a numeric value for each textbox.

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

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

Total number of program completers 185

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

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

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

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

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

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

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

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

3.5 Change in regional accreditation status  
No Change / Not Applicable

3.6 Change in state program approval  
No Change / Not Applicable

## Section 4. Display of candidate performance data.

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

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 survey:

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

School of education Main Web page with Links:

<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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Strategic campus supported actions assist the EPP in addressing the Area of Improvement (AFI). The Office of Institutional Effectiveness (OIE) now has the responsibility to collect and store data and provide aggregated unit data reports. Task stream was purchased and adopted in Spring 2016 and training is provided to faculty, staff and administrators. Beginning Fall of 2016, the SOE has utilized Task stream as an assessment system. In addition, the EPP uses another system called "the box" to collect and store data and place evidence for all assessments and CAEP Accreditation.

Four (4) strategic actions were identified by the EPP to address the AFL:

1. Initial programs, elementary and special education adopted and developed a clinical practice assessment of candidate performance, which is consistent with Danielson framework. Secondary Education is in the process of designing a new clinical performance assessment for adoption in Spring of 2017. Rubrics have been consistently aligned to all professional standards with four-column unit wide.
2. Revision to the existing dispositions proficiencies have been completed and a Instrument is being piloted this semester. Revisions will be finalized and the full implementation will take place in Fall of 2017.
3. All Direct Responses Folios have been created and finalized in Fall of 2016, and the data has been entered on a regular basis. All data reports are being shared with program faculty twice a year through "Data Days". Employer surveys and state administered teacher effectiveness survey data were shared with programs and stakeholders and actions discussed. As a result, additional open ended questions have been added to the employer survey as to comply with CAEP standard 4.
4. A new Faculty member with responsibilities as the School of education CAEP and Assessment coordinator began in Fall of 2016.

## Section 7. Accreditation Pathway

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

Continuous Improvement:

Indiana University Southeast School of education is organized into committees around the five CAEP standards. These committees are called the Quality teams (QT). Quality team 4&5 monitors the implementation of standard 4&5 and ensures the EPP have consistent system for data collection and maintains quality assurance. Purposeful measurement and analysis of candidate impact on P-12 student learning is ongoing. Pre and Post test analysis of lesson delivery and impact is conducted by all candidates. Elementary and secondary graduates' candidate work is scored and stored in task stream. The EPP will utilize focus groups and a completer case study beginning Fall of 2017 as additional methods to measure program impact. Data on candidate performance is shared with stakeholders (COPEP) on a quarterly basis. Program teams and School council have identified ways to more fully involve stakeholders in their programs. P-12 Stakeholders have been invited to "Data Days". Graduate Programs have transitioned to CAEP standards for Advanced programs after the standards were finalized in Fall of 2016. Graduate studies team is planning a summer professional development institute for teachers and administrators in the service area that will include co-presentations.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

### Report Preparer's Information

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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 derided from accreditation documents.