

2019 EPP Annual Report

CAEP ID:	10719	AACTE SID:	725
Institution:	Clarion University of Pennsylvania		
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 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure ¹	106
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	3

Total number of program completers 109

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 2017-2018 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP _____
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. _____
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited _____
- 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 _____
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements _____
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status _____
- 3.7 Change in state program approval _____

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://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/accreditation_data.html

Description of data accessible via link: SPA reports; Unit level data; graduation rates; loan default rates; title II; Alumni Survey Data; Employer Survey; Employment data

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 checked="" 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 checked="" 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?

Unit assessments have been phased in over the past year. Looking at the CPAST and STPP data, candidates across all programs are demonstrating the knowledge, skills, and dispositions necessary to have a positive impact on student learning and demonstrate teaching effectiveness of candidates across the unit. The Teacher Work Sample data is incomplete for the last academic year, but will be monitored moving forward. This assessment, in particular, will be indicative of candidate impact on student learning. Graduation rates are troubling in some ways. Though program admission to the teacher preparation program ensures selectivity, the rate is still lower than anticipated. A new analysis will be developed over the coming year to investigate the graduation rate of those student obtaining program admission. Retention is a focus for the university as a whole with efforts to better retain minority students, first-gen students, and better service non-traditional students. Our population has a significant number of Pell grant recipients, first-generation college students, and non-traditional students - affecting both the student loan default rate and retention. The discernible pass rates on licensure exams are acceptable. With a low n reported for many subject areas, further analysis at the individual student level is necessary. Alumni Survey data demonstrates overall satisfaction with our preparation programs and a high percentage of those eligible to reaching employment milestones. As more Alumni and Employer data becomes available, more data on milestones and employment will also be available. This will inform our programs if they are meeting the needs and changes of the state. Measures are shared on the website and with stakeholder groups including the advisor board meeting quarterly. All unit data including surveys was shared and will continue to be shared annually with the School of Education faculty for review and analysis at both the unit and program level.

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 1 cited as a result of the last CAEP review:

- 1. Data on advanced candidates' impact on student learning were not available in all programs. (ADV)**
- 2. Data on professional dispositions of advanced candidates were not available. (ADV)**

1. (ADV) The Teacher Work Sample will be implemented during the ED 570 and 571 courses and SPED 450 (field experience).
2. (ADV) Disposition forms are completed on every student during each field experience. For the advanced candidates the form will be completed during ED 571 or SPED 554.

NCATE: Areas for Improvement related to Standard 2 cited as a result of the last CAEP review:

- 1. The unit does not systematically assess dispositions for advanced programs. (ADV)**

1.(ADV) Starting in 2018, a School of Education Disposition Form was implemented in all courses that have a field experience. Dispositions are assessed in our advanced programs in ED 571 Practicum II: Instruction or SPED 554 Student Teaching

NCATE: Areas for Improvement related to Standard 3 cited as a result of the last CAEP review:

- 1. Not all advanced teacher candidates have a required field experience in their program. (ADV)**

1. (ADV) All students that are working towards certification have a required field experience. ED 570/571 or SPED 554 include the required field experience.

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

- 1 Not all candidates have opportunities to interact with faculty from diverse backgrounds. (IT (AD P) V)**
- 2 The programs do not have a systematic way to ensure that candidates have the opportunity to work with students from diverse populations. (IT (AD P) V)**

1. (ITP) (ADV) We are continually working to attract faculty from diverse backgrounds. When searches take place we advertise in a variety of sources to help with diversity.
2. (ITP) Our candidates work with socioeconomic diverse populations in nearly all of their field placements. We also offer ED 350 (ESL Learners) that every student in the School of Education must take. Within this course we have reached a partnership with the leader of Clarion University's Intensive English Program. He is piloting a research project in plurilingual/pluricultural education, titled the C3 Model. The C3 Model has university students, as part of their curricular experience in the US, provide language/culture content resource support for the teachers and students in Spain. It presents a practical, low-cost model for providing Other Language Support (OLS) to primary, secondary, and university classrooms using videoconferencing and/or flipped classroom strategies. We are currently attempting to identify opportunities for our candidates to work with racially diverse populations.
(ADV) Clarion University has opened a facility to assist the community in academic needs. The purpose of Dr. Brian's P.L.A.C.E. is to:
• provide a location where School of Education students can get additional support, borrow resources, and develop skills critical to their success in field placements
• provide block and student teachers with resources, support, and remediation,
• provide a lending library of books, manipulatives, and adult resources that School of Education students can use to complete coursework or fieldwork,
• engage the community in leadership, language and literacy learning events,
• provide tutoring for basic skills and teacher certification exams,
• provide students to help meet established needs of the community, and
• provide a location for community groups to gather on the weekends for developmental and educational programming.
It is our intent to meet the community's diverse needs through Dr. Brian's P.L.A.C.E.

NCATE: Areas for Improvement related to Standard 6 cited as a result of the last CAEP review:

- 1 The unit does not have adequate personnel to continue to implement the unit's assessment system. (ITP (ADV))**

1. (ITP) (ADV) We continue to meet this area with the Director of the School of Education and the Assessment Coordinator. Also, the Director of Field Services has taken a larger role in assessment, especially with Standard 2.

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?

All of the areas discussed in the 2018 Annual Report are currently in use and full analysis of the programmatic modifications will be available in our Self-Study Report which will be submitted 6.22.2019. Progress has been made on every standard, but for this section we will be specifically discussing Unit Assessments (Standard 1), Dispositions (Standard 3.3) and Impact and Satisfaction (Standard 4).

Unit Assessments:

The adoption and implementation of the Candidate Preservice Assessment of Student Teaching (CPAST) Form. CPAST Form is a valid and reliable formative and summative assessment during the student teaching practicum. The assessment has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. (CAEP 1.1, 1.2, 1.4)

Streamlining of the Student Teacher Performance Profile (STPP). These evaluation forms, one for each major, are used to define the teacher candidate's progress throughout the student teaching placement. (CAEP 1.1, 1.2, 1.4)

The adoption and implementation of the Teacher Candidate Work Sample to identify the impact on student learning. As part of their student teaching experience, teacher candidates are responsible for assessing the impact of their instruction on student learning. In order to do this, candidates will design learning experiences based on the student's current knowledge of the topic and assess the effectiveness of planned instruction for each student. In order to do this, candidates will, with their cooperating teacher, decide on a topic for the unit/project lessons. Candidates will then pre-assess to determine the student's prior/current knowledge of the topic. Using the pre-assessment information, candidates will design an integrated unit/project with a minimum of five learning experiences—including goals, objectives, standards, procedures, and assessments – for the students. After the students have engaged in the unit/project learning experiences, candidates will perform an assessment to determine the impact of their instruction. This assessment is the last to be phased in and data will be shared in the self-study.

Dispositions:

A Disposition was created. The Disposition Form is completed for every student at the end of the following courses (entry level courses in all programs):

- ECH 141
- ED 110
- SPED 128

It is also completed for every student at the end of each block (pre-student teaching) and student teaching experience. At any other point in the program the Disposition Form will only be used for negative reporting. The data from the disposition form will be included in the self-study in June.




Impact and Satisfaction:

Implementation of focus groups and surveys have been initiated to address CAEP Standard 4. In order to identify complete impact and effectiveness a focus group of graduates (within the past three years) was convened. The focus group answered several questions about how their EPP has prepared them. Also, the participants agreed to share their evaluation reports with the EPP. Employer and Alumni Surveys have also been distributed to the necessary parties. The surveys can be found at the following link: http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/accreditation_data.html.

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

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 1.5 Model and apply technology standards
- 3.3 Monitors attributes and dispositions beyond academic ability
- 4.1 Complete impact on student growth and learning
- 4.2 Complete effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Complete satisfaction

Upload data results or documentation of data-driven changes.

-  **Copy_of_Copy_of_CPAST_UNIT.xlsx**
-  **STPP_Fall_17_Fall_18_UNIT.xlsx**
-  **Dispositions_Form.pdf**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

Looking at the CPAST and STPP data, candidates across all programs are demonstrating the knowledge, skills, and dispositions necessary to have a positive impact on student learning and demonstrate teaching effectiveness of candidates across the unit. The Teacher Work Sample data is incomplete for the last academic year, but will be monitored moving forward. With the scores being so high we will continue to test the reliability of the instruments.

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 reporting 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 in addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use 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 prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

Several gaps were identified and the process of filling those gaps began in Fall 2017 and plans continue to be developed.

1. Unit assessments. Though data were being collected for all programs on all standards for years, there was a need to develop Unit level assessments - the same assessments to be used by all initial programs. The CFAST (developed by Ohio State), the STPP and the Teacher Work Sample (Clarion developed/revised) are now all in use during the student teaching experience. A disposition assessment has been developed and implemented. This information has been included in Section 6 of the 2019 EPP Annual Report.
2. To meet standard 3, a recruitment plan has been developed for implementation over the next 3-5 years.
3. Unit level Completer, Alumni, and Employer Surveys have been implemented to meet gaps in standard 4 for both initial and advanced programs. Focus Groups, to obtain data on the impact on student learning, have been convened.
4. Plans are currently in development for obtaining validity data on all program developed assessments. These plans include the use of a panel of expert stakeholders to employ Lawshe's method for gaining validity. Other steps already taken toward filling all gaps to meet CAEP standards include: the formation of a stakeholder advisory group (CEPAC); the formation of an Assessment System Committee as well as a Dispositions Committee; the adoption of a School of Education Program Admission policy; and the development of new, diverse field experiences as well as new PK-12 partnerships. In addition, to ensure high quality mentors, online training for all mentors (as part of using the CFAST) was available in the fall 2018 with input from relevant stakeholders including past mentors.
5. Diversity. Our candidates work with socioeconomic diverse populations in nearly all of their field placements. We also offer ED 350 (ESL Learners) that every student in the School of Education must take. Within this course we have reached a partnership with the leader of Clarion University's Intensive English Program. He is piloting a research project in plurilingual/pluricultural education, titled the C3 Model. The C3 Model has university students, as part of their curricular experience in the US, provide language/culture content resource support for the teachers and students in Spain. It presents a practical, low-cost model for providing Other Language Support (OLS) to primary, secondary, and university classrooms using videoconferencing and/or flipped classroom strategies. We are currently attempting to identify opportunities for our candidates to work with racially diverse populations.
6. Technology. The ePortfolio assessment is designed to demonstrate technology skills in online creation and web presence, while sharing technology-based projects previously assessed from other courses and assignments in a web-based setting. In addition, the assessment is designed to build a foundation for an ePortfolio based on the International Society for Technology in Education (ISTE) National Standards for student teaching, for job interviews, and for their future teaching position. The ePortfolio is required as a final project for all ECH 417 and ED 417 teacher candidates. It is required every semester for senior-level early childhood, middle-level, and secondary education teacher candidates.

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

- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.2 Sets selective admission requirements
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.3 Results for continuous program improvement are used
- x.1 Diversity
- x.2 Technology

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC C 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 Stand

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 2019 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Jesse Haight

Position: Assessment Coordinator

Phone: 814.393.2385

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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.

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