

2015 EPP Annual Report

CAEP ID: 10669	AACTE SID: 4735
Institution: Utah State University	
EPP: Educational Leadership	

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.

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

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

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

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

Number of completers in 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 49

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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

TEAL is currently seeking approval for a new specialization within the MEd in Instructional Leadership degree for Higher Education/Student Affairs. If approved, this specialization will NOT lead to administrative licensure, and therefore is not addressed in this report.

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.

Data from web-page:

<http://teal.usu.edu/htm/asc/teac>

Section 5. Candidate and Program Measures

No, a program or programs leading to initial teacher certification is not currently being offered.

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.

Weakness 2.1 Rationale for assessments

Assessment of candidates' ability to use technology effectively in practice as educational leaders is weak or absent.

Since we have moved the program to a primary online/hybrid delivery, technology utilization becomes an integral component of program completion. 1. We utilize Instructure Canvas which is a Course management system adopted by both public and higher education in Utah. 2. Assignments are submitted in technology based formats, including; Word processing, spreadsheets, and presentations software such as powerpoint or Prezi. We also utilize discussion boards, email, and web based information.

Weakness 2.1 Rationale for assessments

Reliability of mentor ratings is questionable due to the inconsistent levels of familiarity with programmatic expectations for performance.

The faculty has created a list of desired internship activities, experiences and outcomes. This list identifies some activities that are embedded in course assignments, and others that candidates, mentor principals, and university supervisors use to plan and execute effective internship experiences. This enhances the internship experiences and provides guidance in evaluating the internship activities. We meet annually with internship supervisors to conduct training on expectations and assessment.

Weakness 2.1 Rationale for assessments

A workable plan for establishing the validity of the proposed assessments within the context of a mastery learning approach to assessment is absent.

We have established learning outcomes for course assignments as they relate to the Utah Education Leadership (UEL) Standards. Outcome scores are entered as assignments are graded. Outcome scores are correlated with the Praxis subscale scores related to each standard. In our early trials of this system, we are finding strong correlation with some standards, but little correlation with others. Our mastery learning approach leads to much narrower variances in the outcome scores than in the Praxis subscale scores. We have been disappointed to find lower correlation we had anticipated. We are exploring the use of additional assessments to better measure the outcome scores independently from course or assignments grades. We are also exploring the INSPIRE system that has been developed by the University Council for Education Administration which appears promising.

Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



Mastery learning approach leads to narrow variability in assignment scores.

Scores on standardized tests

Candidate scores on standardized license or board examinations



Praxis subscale scores

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude



Our licensure only students do not provide admissions test scores

Standardized scores and gains of the completers' own students



Many completers do not assume administrative positions immediately upon program completion.

Ratings

Ratings of portfolios of academic and clinical accomplishments



Internship mentor evaluations

Third-party rating of program's students



not available

Ratings of in-service, clinical, and PDS teaching



Addressed by internship supervisor ratings

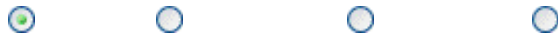
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples



Internship supervisor evaluations

Rates

Rates of completion of courses and program



Included

Completers' career retention rates



Not available

Completers' job placement rates



Many completers do not pursue administrative positions immediately upon program completion.

Rates of completers' professional advanced study



Not applicable

Rates of completers' leadership roles



Not available

Rates of graduates' professional service activities



Not available

Case studies and alumni competence

Evaluations of completers by their own pupils



They do not have their own students

Completer self-assessment of their accomplishments



Collected as part of internship self-assessment, but not used

Third-party professional recognition of completers (e.g., NBPTS)



Not available

Employers' evaluations of the program's completers



Not available

Completers' authoring of textbooks, curriculum materials, etc.

Not available



Case studies of completers' own students' learning and accomplishment


Not available



¹: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 Accreditation correlation (category).docx

 Accreditation correlation (raw).docx

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 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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