2017 EPP Annual Report

CAEP ID:	11556	AACTE SID:	3075
Institution:	Michigan State University		
EPP:	Teacher Education Program		

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	●	○
1.1.2 EPP characteristics	●	○
1.1.3 Program listings	●	○

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 <u>initial</u> teacher certification or licensure

413

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.)

121

Total number of program completers 534

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.
Michigan Test for Teacher Certification (MTTC) Cumulative Pass Rates, Program Completers and Endorsements, Teacher Preparation Program Survey Results, Employment Placement Data:
http://education.msu.edu/tppd/default.asp

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   2.3 Influential quality control system

Record-keeping is inconsistent with regard to local measures.

Since the last accreditation visit, we have completed our transition from paper documents to electronic documents, collected through the Qualtrics platform. We have selected and begun phased adoption of LiveText, an assessment management system for our course- and field-based assessments. We have continued to adjust and refine a system for tracking, filing and auditing those documents. We have a full-time staff person whose primary responsibility is to manage the Qualtrics system and filing and provide twice-yearly audit reports to the Director of Teacher Preparation, and another full-time staff person whose responsibilities include managing the LiveText system and designing systems to connect Qualtrics, LiveText and other tools in a comprehensive technological system to support our data collection and use. We have also hired an Associate Director of Teacher Preparation and Accreditation to oversee the system of people, tools and processes necessary for effective data collection and use in program improvement.

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
	Relied on	Not Relied on	For future use	Not for future use	for your selection
Grades					
Candidate grades and grade point averages	◉	○	○	○	Students' grades and GPAs are determined by the faculty who work closely with them in classes, and reflect professional judgments about the quality of students' learning in courses.
Scores on standardized tests					
Candidate scores on standardized license or board examinations	◉	○	○	○	The state tests for content areas are aligned with state standards and with the required content of our program.
Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude	◉	○	○	○	ACTs of interns were compared to ACTs of others in the same class. Although ACT has no predictive validity for teaching success, it's a reasonable metric for comparing the gen. abilities of students.
Standardized scores and gains of the completers' own students	○	○	◉	○	When these data are available we will use them, but responsibly given the problems inherent in using VAM. Many factors shape student learning and the measures currently available are limited.
Ratings					

Ratings of portfolios of academic and clinical accomplishments

( ) ( ) ( ) (•)

> Our interns complete display portfolios at the end of their programs; however, the portfolios are only used for assessment on a very limited basis.

Third-party rating of program's students

( ) ( ) ( ) (•)

> We do not use third-party ratings of our students.

Ratings of in-service, clinical, and PDS teaching

(•) ( ) ( ) ( )

> Our interns are evaluated four times throughout the year. These evaluations are used throughout the IB.

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

( ) ( ) ( ) (•)

> We do not use the work sample methodology.

Rates

Rates of completion of courses and program

( ) (•) ( ) ( )

> We use program completion rates to evaluate the program internally and to identify areas of needed improvement and increased support.

Completers' career retention rates

( ) ( ) (•) ( )

> We are improving our capacity to track completers' job placement and retention and will be able to use this information in future IBs.

Completers' job placement rates

(•) ( ) ( ) ( )
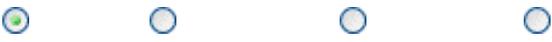
> We have significantly improved our capacity to track completers' job placement and retention and will be able to use this information in future IBs.

Rates of completers' professional advanced study

( ) ( ) (•) ( )

> Given our claim related to developing teacher leaders, we have begun to collect this data as part of our case studies. We hope to assess how completers continue to learn about and from their teaching.

Rates of completers' leadership roles

( ) ( ) (•) ( )

> Given our claim related to developing teacher leaders, we are interested in developing measures that will be useful in understanding the leadership and service trajectories of completers.

Rates of graduates' professional service activities

( ) ( ) (•) ( )

> Given our claim related to developing teacher leaders, we are interested in developing measures that will be useful in understanding the leadership and service trajectories of completers.

Case studies and alumni competence

Evaluations of completers by their own pupils

( ) ( ) (•) ( )

> If these data become available from the state or districts, we plan to use them.

Completer self-assessment of their accomplishments

( ) ( ) (•) ( )

> We have begun to develop case studies of completers that include self-assessments of their accomplishments.

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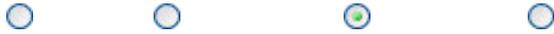
   ◯   ◯   ◯   ◉

> We may include this information in future case studies, but it will not be a primary source of evidence.

Employers' evaluations of the program's completers

   ◯   ◯   ◉   ◯

> We plan to develop or adopt a survey of completers' employers to inform program improvement.

Completers' authoring of textbooks, curriculum materials, etc.

   ◯   ◯   ◉   ◯

> Given our claim related to developing teacher leaders, we are interested in developing measures that will be useful in understanding the leadership and service trajectories of completers.

Case studies of completers' own students' learning and accomplishment

   ◯   ◯   ◉   ◯

> We have begun to develop case studies of completers that include completers' assessments of their students' learning and accomplishments.

[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.

📎 The tables related to claims made in our IB have been updated and are included in this file. Each sheet is labeled to correspond to the orginal table in the IB.

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
      Name: Susan Dalebout, Ph.D.

    Position: Assistant Dean and Certification Officer

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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.