

2015 EPP Annual Report

CAEP ID:	10545	AACTE SID:	3835
Institution:	Radford University		
Unit:	College of Education and Human Development		

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 384

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

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.

Descriptions of each of our reporting requirements in the college as well as pdfs of reports.:

<http://www.radford.edu/content/cehd/home/resources/assessment/educator-preparation.html>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

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

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Candidate reflection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed assessment(s) (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Some programs will pilot a student-feedback survey	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Teacher candidates complete assignments through which they collect and analyze data on their own impact on students' learning during their internship.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	257	251
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input type="radio"/>	<input checked="" type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>

A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

Column 1	Academic year a candidate was first enrolled				
	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	160	219	231	272	234
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	167	32	6	0	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	42				
Continued in a program	38				
Been counseled out of a	4				

program	
Withdrawn from a program	0

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	241	1	241	100	100
All program completers, 2011-2012	231	1	231	100	100

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

Agree Disagree

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
 - The employer provides responses to open-ended questions about the completer.
 - The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)
- Impact on P - 12 student learning**

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	1130	72
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

	Agree	Disagree
The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.	<input checked="" type="radio"/>	<input type="radio"/>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014							
Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)	60	17	9	0	4	2	20

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input checked="" type="radio"/>	<input type="radio"/>	
Average cost of attendance	<input checked="" type="radio"/>	<input type="radio"/>	
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

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 1 cited as a result of the last NCATE review:

1. Aggregated candidate performance data were not available for some advanced programs. (ADV)

During previous years, most of the candidates in the M.S. in Education with a concentration in Curriculum and Instruction were post-bac candidates only seeking initial licensure. Many of the students enrolled in the M.S. in Education- Curriculum and Instruction did not complete the degree but only completed the courses for licensure (which were most often the same undergraduate courses for licensure). We have been including them in the candidate performance assessment reports for the initial licensure programs at the undergraduate level. We now have more candidates who complete the M.S. in Education CI degree. In addition, they are completing more of the licensure requirements at the graduate level (vs. undergraduate level) through new graduate courses, including core requirements in research, multicultural education, educational technology, and foundations. We submitted the M.S. in Education-Curriculum and Instruction options for elementary education and secondary English, mathe

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

1. The unit does not systematically and consistently collect candidate performance data for all advanced programs. (ADV)

Please see the response to Standard 1 above.

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

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1. The unit does not have a system to ensure that all advanced candidates have an opportunity to work with candidates from diverse backgrounds.

(ADV)

The college has initiated efforts to recruit more diverse students through connections with Virginia's HBCU's, including a partnership effort with the School of Social Work in piloting an invitational program to bring potential graduate students to Radford to meet with faculty in their programs of interest and with offices to facilitate admissions and financing. The college has also implemented specific efforts to recruit a more diverse faculty in both undergraduate and graduate programs. The university is actively involved in specific efforts to recruit and retain diverse faculty and students. The Provost assigned the college dean to a university commission to develop and promote staff and faculty development supporting an inclusive and supportive educational environment to serve our increasingly diverse student population.

The Professional Education Committee, composed of program administrators for all educator preparation programs, meets regularly to address issues relevant to

Section 7. Accreditation Pathway

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

The EPP Unit submitted a Continuous Improvement Plan to (1) Strengthen professional relationships with schools in order to create a continuum of professional development for candidates as well as university and school-based faculty through collaboration, a culture of inquiry, and mentoring; (2) Focus on evidence-based practices that impact student learning, including the integration of technology and enhancing skills in evaluating student learning and in addressing the diverse needs of students; (3) Integrate preparation across programs to provide authentic engagement of candidates. Various efforts of the EPP address these goals.

Relationships with Schools: Radford University is part of a consortium of teacher preparation institutions that work together to design and implement training for clinical faculty (cooperating teachers) in our partnership schools. This group also works together on the legal and logistical details of teacher candidate placement in schools. In November of 2014, the Dean's Office administered surveys to alumni of our programs and to school administrators state-wide. In April of 2015, the Dean's Office organized a focus group dinner for 35 principals, clinical faculty, and alumni. Participants also supplied written answers to questions that specifically addressed the preparation of candidates in classroom assessment skills and their ability to impact P-12 student learning.

Focus on Evidence-Based Practice: A team of faculty worked throughout 2012 – 2014 to gather data on students' knowledge and skills in assessment, and a number of program changes were made as a result. The EPP is also acquiring a new data management system which will enable more regular and accurate tracking of candidate progress toward various learning objectives and standards. **Integrate preparation across programs:** Throughout 2012 – 2013 and 2013 – 2014, the EPP implemented a comprehensive review of all EPP assessments and assessment plans in light of the new CAEP standards and also the SPA standards specific to each program. This process involved the revision of all programs' final student teaching evaluations, in order to adhere to realignment with the new CAEP and state teacher evaluation standards. The EPP unit is also in the process of finalizing key assessments to be used across the unit. The Director of STEL, the Assistant Dean and Director of Field Experience, and the Director of Assessment organized an interdisciplinary team of program area leaders to create or revise standards-based assessment tools and to write detailed rubrics to accompany each item on each assessment. The rubrics will be tagged with INTASC, CAEP and SPA standards so that data can be analyzed by standard and used to improve the training of teacher candidates in evidence-based practices.

Each preparation program within the unit is also revising its assessment plan in order to align with both the EPP key assessments and the requirements of their SPAs.

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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