

2018 EPP Annual Report

CAEP ID:	11314	AACTE SID:	990
Institution:	East Tennessee State University		
Unit:	Claudius G. Clemmer College 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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

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

Total number of program completers 217

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 2016-2017 academic year?

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

3.2 Any change in the legal status, form of control, or ownership of the EPP.
No Change / Not Applicable

3.3 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

3.4 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
No Change / Not Applicable

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

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: <https://www.etsu.edu/coe/aboutcoe/report.php>

Description of data accessible via link: East Tennessee State University Educator Preparation 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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?

Data suggests a positive impact of Tennessee teachers prepared by the Educator Preparation Programs at East Tennessee State University for the 2013-2016 cohort of completers. Ninety-five percent of the teacher completers (2013-2016) who were prepared by ETSU earned a Level of Effectiveness (LOE) score of 3 or higher (5-point scale). This LOE rating is a quantitative score comprised of teacher observations by school leaders using the Tennessee Educator Acceleration Model (TEAM), student growth scores gathered from the Tennessee Value-Added Assessment System (TVAAS), and student achievement data. State benchmarks are available for comparison. Tennessee teachers prepared at ETSU fair well in comparison to teachers across the State. These results are routinely shared with LEA partner districts, faculty, and prospective students. Employer satisfaction and completer satisfaction data for Tennessee teachers who completed their teacher preparation at ETSU in 2016-2017 is not currently available. For initial licensure, the State of Tennessee requires that all teacher candidates complete the required Praxis exams, including the Principles of Learning and Teaching (PLT) and separate content area tests for the licensure area(s) sought. One hundred percent of 2016-2017 completers passed the required licensure (certification) exams required by the State of Tennessee. The federal student loan default rate for students at ETSU is below the national average. At this time, the specific student loan default rate for Tennessee teachers who attended ETSU during 2014-2017 is not available.

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.

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?

Standard 1: Faculty across the EPP have updated curriculum and course syllabi, and state teacher licensure matrices, with the four InTASC categories, P-12 curriculum standards, the newly adopted TN Literacy Standards, and all professional standards and accrediting bodies. Goals for the coming year include strengthening the use and application of technology in the P-12 classroom by teacher candidates and faculty across the EPP. Standard 2: Since 2016, our EPP has strengthened primary partnerships with Johnson City Schools and Kingsport City Schools. Through this partnership, the EPP and LEA have met regularly (bi-monthly) to review the design of clinical experiences, mutually agree upon criteria for the selection of mentor teachers, establish an action plan, conduct joint needs-assessment survey, identify avenues to strengthen the involvement of LEA and EPP faculty within the EPP and the LEA districts. Items attached for review include the needs assessment survey and survey data, principal and mentor teacher surveys and results, Primary Partnership Action Plans, and a presentation to TN DOE summarizing the 2016-2017 activity of the partnership. Examples of our active partnership with our LEAs include school leaders participation in the review of teacher admissions applications and participation in the teacher education admissions process at the university during each semester (2016-2018), and principals and superintendents conducting mock-interviews with soon-to-be-completers and providing feedback to teacher candidates on their mock-interview performance. Additionally, the EPP and Kingsport City Schools created the Kingsport Academy for Teachers (see MOU attached) the provides a \$2,000 stipend for up to 10 teacher candidates during the initial semester of clinical experience (fall semester senior year) for their participation in special projects at a Title I school. Standard 3: Our EPP has set teacher education admissions requirements to meet CAEP minimum criteria. Data from the teacher admissions process is gathered by licensure and program area and maintained for review by the leadership team and the EPP faculty. Changes reflecting the CAEP and State of TN minimum have been approved through the University Curriculum Process system and catalog changes/updates are in-process. The EPP has identified gateways of teacher candidate progression and criteria for

monitoring candidate development. Data has consistently shown that our teacher candidates are caucasian females. A diversity committee has been formed to address avenues for increasing the recruitment of high quality and diverse teacher candidates. Standard 4: Data on program completers for 2013-2014; 2014-2015; and 2015-2016 is provided by TN Department of Education and recently became available to the EPP through an online assessment system (TN Atlas). Data is disaggregated by licenses. The data includes value-added measures, student-growth percentiles, ratings by school leaders, and overall teacher effectiveness. This data shows 95% of teachers prepared at ETSU earned a Level of Effectiveness rating of 3 or higher on a 5-point scale. However, additional review and analysis is needed to discern program level data as this data is reported by licenses area. Satisfaction surveys are currently being launched to EPP completers and employers/principals. Satisfaction surveys for principals and program completers have been developed by EPP faculty and LEA partners (see attached) and will be launched in May 2018. Standard 5: The EPP has used LiveText since 2012 but our use of the software has not kept pace with the development of the software. A training was provided to all EPP faculty in October 2017 (agenda attached) and program coordinators to enhance faculty knowledge and use of Livetext features. Additionally, the analytics package was purchased and added to our software capabilities. A review of the spring 2018 implementation and use of LiveText for data storage will take place at a summer 2018 data retreat aimed at EPP program coordinators (undergraduate and graduate), faculty, and representatives from LEA partners. Additional data to be reviewed include - teacher education admission data (2016-2017 and 2017-2018), completer impact data (available from TN DOE), LEA pipeline needs (gleaned from LEA Human Capital report), licensure examination pass/fail rates (available from ETS Client Services), employment and milestone data, and results from EPP-created assessments, and proprietary assessments.

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

- 1.5 Model and apply technology standards
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 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
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.3.3 Selectivity during Preparation
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.2 Technology

Upload data results or documentation of data-driven changes.

-  **2018_Primary_Partnership_Needs_Assessment_Results__ETSU__JCS__KCS.xlsx**
-  **Primary_Partnership_Innovative_Academy_for_Preservice_Teachers_MOU.docx**
-  **Primary_Partnership_20162017_Action_Plan.docx**
-  **Principal_Survey_of_Employed_ETSU_Teachers.pdf**
-  **Completer_Survey_041918.pdf**
-  **2016_TN_DOE_DistrictSurvey_EPP_Results.docx**
-  **Primary_Partnership_20162017_Action_Plan(1).docx**
-  **Primary_Partnership_Meeting_Minutes_11217.docx**
-  **Primary_Partnership_Meeting_Minutes_2217.doc**
-  **2017_Primary_Partnership_ETSU_Data_Sharing_Meeting_10.25.17.pdf**
-  **ETSU_JC_KCS_Action_Plan_Update_June_5.pdf**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities

during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

Our EPP has encountered multiple and significant changes that have impacted our progress and transition to CAEP standards. Since 2014, our EPP has endured five changes in the leadership including two interim periods of leadership. Additionally, state legislation in 2016 transitioned the governance of our university from the Tennessee Board of Regents system to an independent Board of Trustees. During the current fiscal year (2018), our university transitioned into a decentralized-budget model in which each college within the university gained budget authority and control over a base budget.

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

Due to changes in legislation regarding the governance of our university, the significant number of leadership changes without our college/EPP, and the implementation of a decentralized budget model at our university, our EPP has faced challenges in the transition to the principles of the CAEP standards. The following gaps are identified and recognized by the EPP as immediate needs/goals to be prepared for a fall 2020 CAEP site visit. Standard 1: While we have only a few programs with SPA national recognition, the leadership changes in our EPP have negatively impacted our planning and ability to submit data to Specialized Professional Associations as per the deadline. Furthermore, our EPP recognizes a gap in ensuring application of technology standards as our teacher candidates in all licensure areas design, implement, and assess experiences of their P-12 students. During the upcoming year, the EPP, along with LEA partners, will review all EPP courses for ITSE standards and content and make necessary recommendations. The EPP has worked with LEA partners and other EPP providers to create assessments to show that our teacher candidates demonstrate content and pedagogical knowledge. The EPP has co-constructed a lesson plan assignment and rubric. The content validity and reliability studies are being completed in spring 2018. A review of these studies will take place in summer 2018 with fine tuning completed for implementation in fall 2018. After numerous attempts to co-construct an assessment of dispositions, the CAEP leadership has recommended the review of a proprietary dispositions instrument available through Watermark (previously LiveText). The review of this assessment will take place in May 2018. Multiple stakeholders from LEAs and other EPP providers will be invited to review and discuss the pros and cons of adopting the assessment tool. Standard 2: We feel that we are on track for meeting the expectations of the CAEP principles outlined in Standard 2. Our goal for our work in the area of Clinical Partnerships is to continue our close primary partnerships with Johnson City Schools and Kingsport City Schools. Also to update our partnership agreements with the approximately 20 LEAs with whom we partner across the northeast Tennessee region. Standard 3: The EPP adopted LiveText to assist with data storage and analysis but faculty and program completers have not been successful in tracking teacher education admissions data and maintaining cohort averages in the LiveText data system. Faculty within the EPP use spreadsheets stored in various locations on our server to maintain data. It is imperative that the EPP leadership encourage the use of the centralized LiveText system. We hope the new EPP Dean will appoint personnel to further develop the processes/policies to ensure that recruitment, admission, and monitoring data is stored in the central LiveText system by all faculty across the EPP. A second gap related to Candidate Quality, Recruitment, and Selectivity is the plan for recruitment of high quality and diverse teacher candidates. Our EPP needs a targeted recruiting and diversity plan. A diversity committee has recently been appointed by our new dean. This committee will work closely with our University on the 2018-2019 planned recruitment events in the urban areas of Knoxville, Chattanooga, and Greenville, South Carolina. Innovative ideas are already forming including a recent meeting with school counselors from high schools in Knoxville TN with the hopes of recruiting diverse students who are interested in teaching as a profession. Additionally, our university and diversity committee will continue to recruit from rural areas of northeast Tennessee with specific targeted areas identified as Unicoi County and Greene County, TN. Standard 4 offers several challenges to the EPP. While our EPP is fortunate to have data available from TN Department of Education regarding TVAAS data, a small number of our completers are tracked by TVAAS data since TVAAS data only exists for teachers who teach in a grade/subject area that is a 'test year/course'. Additionally, our EPP is located in the northeast tip of Tennessee and is within 60-miles driving distance of North Carolina, Virginia, and Kentucky. The data provided to our EPP by TN DOE does not include teacher candidates who find employment outside of Tennessee. Thus, our EPP will need to develop a tracking system for our completers who elect to seek employment outside of Tennessee. Data regarding their impact on P-12 students will be challenging to discern. An additional challenge in the area of Standard 4 is satisfaction surveys of completers and employers. Surveys of employers in our immediate region and feedback from our primary partner LEAs should come with ease but obtaining an acceptable response rate from employers across our region may prove challenging. Likewise, we face challenges in obtaining feedback from our completers who do not gain employment in Tennessee public schools. Employer and completer satisfaction surveys have been created and will be sent to stakeholders in May 2018. Results will be reviewed in summer 2018.

Yet, it is imperative that we design avenues to gain feedback from an appropriate percentage of completers who are representative of the licensure programs included in our EPP and from employers outside of our State. Standard 5: As stated previously, our EPP purchase the basic LiveText package in 2012 but consistent and accurate use of LiveText has been a challenge for faculty. Numerous leadership changes at the Dean level has added to the confusion and lack of accountability for policy and procedures. Additionally, the analytics package was purchased in July 2017 and despite training being offered to all EPP faculty and some key staff members in October 2017, monitoring of faculty/program use of LiveText during spring 2018 shows the need for additional faculty and program coordinator training and additional accountability measures. Our new Dean has mandated training for faculty and key staff in late summer - early fall 2018. Program coordinators specifically need training on how to use the analytics tool in LiveText in order to monitor teacher admission cohort data and to understand steps to sharing data with faculty for review. EPP created assessments validity and reliability studies have been completed and a review during summer 2018 will likely result in fine-tuning. As for Advanced Programs, our new Dean appointed a CAEP coordinator for Advanced Programs in early 2018 and alignment of processes/policies with CAEP Advanced Standards is underway. The aforementioned gaps noted for the initial licensure programs also apply to the advance programs at our EPP. Additionally, our EPP offers licensure in the areas of School Counseling and Speech and Language Pathology. This will require a review of CACREP and ASHA accreditation policy and alignment with procedures ensure these areas of our EPP are also aligned with CAEP principles as outlined in CAEP policy.

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

- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.5 Candidate positive impacts on P-12 students
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- 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 Quality 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 Standards or TEAC Quality Principles, as applicable.

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 2018 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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.

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