

# 2017 EPP Annual Report

<b>CAEP ID:</b>	10545	<b>AACTE SID:</b>	3835
<b>Institution:</b>	Radford University		
<b>Unit:</b>	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.

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 2015-2016 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 210

**\*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.

Assessment Data:

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

## 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) |
|---|-------|

The Advanced Programs currently offered in the College of Education and Human Development (CEHD) are a Master of Science in Educational Leadership and a Master of Science in Literacy Education

The Educational Leadership program has taken the following actions to better enable the collection and analysis of candidate performance data. The Educational Leadership program utilizes assignments aligned to each of the Educational Leadership Constituent Council standards to assess the performance of all students. Data from these assignments are collected from all faculty and aggregated to assess program performance. The program leader and faculty analyze the data to make adjustments in instructional practices and resources utilized. The administration and faculty also analyze the assignments to assess both alignment with standards and practice in the field.

The Literacy Education program has taken the following actions to better enable the collection and analysis of candidate performance data. The majority of courses have a specific assessment that is associated with a standard. The performance data from these assignments are collected and analyzed by the program area leader at the end of every semester. The program area leader then uses this data to submit annual reports. Program area leaders also analyze this candidate performance data to adjust programmatic structure and course content to ensure candidates are being optimally prepared for the role of a reading specialist and literacy coach as they are defined by the International Literacy Association (ILA). This formative process has resulted in a redesign of all the courses, assessments and rubrics over the last three years. The projected next steps are to further analyze these instruments to optimize validity and reliability. The Literacy Education program bi-annually solicits feedback from an advisory board made up of superintendents, principals, faculty, reading specialists, alumni and current students.

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:

- |   |       |
|---|-------|
| 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 advanced programs in the EPP are making efforts to ensure its candidates have the knowledge, skills, and dispositions to be effective educational leaders of all students. These programs have begun this process by instituting curricular changes to enhance advanced candidates' understanding of the issues that impact the achievement of diverse learners.

Both of our advanced programs now include a multicultural education course in their program of studies. In response to the current ILA standards, which now includes a diversity standard, the Literacy Education (LE) faculty made Multicultural Education a required course in their program and created a course assignment to address the ILA diversity standard. Candidates in the LE program apply concepts learned in the Multicultural Education course during practica in both rural and urban school districts with children from diverse backgrounds.

The Educational Leadership program created another course "Educational Leadership for Diverse Learners" to address diversity issues. Candidates engage in readings and dialogue about the issues educators must address in order to provide all students equitable learning opportunities. Candidates have an opportunity to apply their learning in the culminating "The Differentiated Diversity Project." This assignment requires candidates to design a comprehensive plan to address the academic and social/emotional needs of a group of diverse learners. The plan must be based on academic goals while incorporating elements of leadership and advocacy. There must also be a plan to involve the stakeholders in meeting the goals.

Administrators are working with the advanced program faculty to explore how they might provide their candidates with additional opportunities to work with diverse students. Some possibilities include technology tools such as simSchool, a simulation-based tool, which provides candidates an opportunity to engage with diverse learners they will encounter in the field.

The Office of Assessment and Dean's Office have begun soliciting evidence of the impact of these changes by interviewing faculty

and recent graduates. We will then use the information to evaluate the effectiveness of these changes, and potentially make adjustments in the future.

## Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(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. Efforts to address this include: The EPP has continued to host a Superintendent's Breakfast two to three times a semester to solicit guidance and feedback on various areas of shared interest such as teacher shortages and teacher preparation. This group is also a partner in the collection and analysis of data pertaining to overall program impact. Continuing our previous process, the Dean's Office organized a second focus group dinner in 2016 for approximately 30 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. Lastly, we have continued surveying local principals to address our program impact, and evaluate the strengths and weaknesses of our candidates once in the field.

(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. The EPP unit made significant efforts to connect the assessment of candidate performance with the subsequent impact on P-12 student achievement. Currently these efforts include: measuring the change in student teachers across their time in field experience; providing data on students to faculty leadership in order to address deficiencies; developing a plan to address impact on student learning in our partner institutions via triangulated interviews and case studies.

(3) Integrate preparation across programs to provide authentic engagement of candidates. Efforts to address this include: The EPP Unit implements professional development training for our students and for clinical faculty (cooperating teachers) in our partnership schools. We have also begun to implement all of our common assessments across all initial licensure programs, and are developing training to improve assessment validity and reliability.

## 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: Joel Hanel

Position: Director of Assessment

Phone: (540) 831-6765

E-mail: jhanel1@radford.edu

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 derived from accreditation documents.