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...

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>EPP characteristics</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Program listings</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

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 352

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.) 676

Total number of program completers 1028

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
   Health and Physical Education have combined programs. The program added HSC 295 (Reading, Technology, and Instructional Strategies in Health/PE) to increase candidates' skills in technology and reading within the content area.

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
   The Music Education department has altered the Practicum course (MusE 350: Contemporary Issues in Music Education: Practicum and Applications) to include the content of Special Need Learners, Reading in the Content, and Universal Design for Learning.
   Technology and Engineering Education enhanced the math and science segments of the curriculum, with required courses plus new engineering-based classroom and lab activities in our departmental courses.

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. Impact on P-12 Learning Data, Graduation Rates, Surveys, teacher Effectiveness Performance Data, Student Loan Default Rates, Median & Average GPAs, Testing Data, and Retention/Attrition/Completion Rates.: http://cms.bsu.edu/academics/collegesanddepartments/teachers/epp-assessment-data

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

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

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?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>Assessment</td>
<td>The EPP has a plan to collect data in the next two years.</td>
<td>The EPP does not currently have a plan to collect data within the next two years.</td>
</tr>
</tbody>
</table>

5.1.1 Candidate performance during pre-service

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit and lesson plans</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-post tests of student learning</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos of candidate instruction</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate reflection</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on candidate performance</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-adopted assessment(s) (specify)</td>
<td></td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>State-designed assessment(s) (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPP-designed assessment(s) (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Portfolio Rubric modeled off INTASC Standards</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.1.2 Completer performance during in-service

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement and/or learning models (e.g., value-added modeling)</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPP-designed case study</td>
<td></td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completer survey results are available to the EPP.</td>
<td>O</td>
</tr>
</tbody>
</table>

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)
  - The completer provides responses on services (i.e., advising, licensing office, etc.) offered by the EPP.

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>O</td>
<td>O</td>
<td>399</td>
<td>288</td>
</tr>
<tr>
<td>Individual program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or organization</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable (produces consistent results about completer satisfaction)</td>
<td>O</td>
</tr>
<tr>
<td>Valid (can make an appropriate inference about completer satisfaction)</td>
<td>O</td>
</tr>
</tbody>
</table>
A measure with a representative sample (demonstrates typical completer responses)
Inclusive of stakeholder interests
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.

<table>
<thead>
<tr>
<th>Academic year a candidate was first enrolled</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2012-2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2009-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>491</td>
<td>476</td>
<td>517</td>
<td>554</td>
<td>986</td>
<td></td>
</tr>
</tbody>
</table>

**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 an initial teacher certification or licensure during AY 2013-2014

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).

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>95</td>
<td>202</td>
<td>49</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.

10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.

Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.

Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.

One candidate (who first enrolled in AY 2009-2010) was recommended for an initial teacher certification.

Number of candidates/completers who were not recommended for an initial teacher certification or licensure...

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued in a program

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Number taking test</th>
<th>Average scaled score* (This value should be between 0-1.)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2012-2013</td>
<td>398</td>
<td>0.68</td>
<td>394</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>All program completers, 2011-2012</td>
<td>377</td>
<td>0.69</td>
<td>375</td>
<td>99</td>
<td>98</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative (demonstrates typical candidate or completer performance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actionable (provides specific guidance for continuous improvement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on completer performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district-level teacher evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPP-designed case study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the
5.6.1 If "Disagree", go to 5.7

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer survey results are available to the EPP.</td>
<td>☒</td>
</tr>
</tbody>
</table>

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)

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable (produces consistent results about employer satisfaction)</td>
<td>☒</td>
</tr>
<tr>
<td>Valid (can make an appropriate inference about employer satisfaction)</td>
<td>☒</td>
</tr>
<tr>
<td>A measure with a representative sample (demonstrates typical employer responses)</td>
<td>☒</td>
</tr>
<tr>
<td>Inclusive of stakeholder interests</td>
<td>☒</td>
</tr>
<tr>
<td>A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)</td>
<td>☒</td>
</tr>
</tbody>
</table>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. | ☒ | ☐ |
5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

<table>
<thead>
<tr>
<th>The EPP has attempted to collect data on the employment status of completers.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- [ ] Completer survey
- [ ] Employer survey
- [x] Institutional or organizational department (e.g., Alumni Office) (specify)
  - Alumni Office
- [ ] Collaboration with other EPPs
- [x] Collaboration with school districts
- [x] Collaboration with state education departments
- [ ] Contracted a consultant or organization
- [ ] Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- [ ] Low response rates
- [x] Inaccurate reporting of employment status
- [x] Maintaining current candidate records
- [ ] Privacy issues
- [x] Insufficient resources
- [x] Other (specify)
  - Obtaining data from out-of-state employers

5.7.4 If "Disagree", then go to 5.8

<table>
<thead>
<tr>
<th>The EPP has access to information on the employment status of completers</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- [ ] Self-report from the completer
- [ ] Third party:
  - School district
  - State department (specify)
- [ ] Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

<table>
<thead>
<tr>
<th>Year of program completion</th>
<th>Total number of completers</th>
<th>Number of completers with each employment status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in a position for which they were prepared</td>
<td>Employed in an education position outside of the field</td>
<td>Enrolled in higher education</td>
</tr>
</tbody>
</table>

<p>| | | | | | | |
|  | | | | | | |</p>
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
<th>Column 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
<th>Column 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>17</td>
<td>9</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Consumer information</th>
<th>No Access to data</th>
<th>Access to data</th>
<th>Publicly displayed data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year student loan default rate</td>
<td></td>
<td></td>
<td><a href="http://cms.bsu.edu/academics/collegesanddepartments/teachers/epp-assessment-data">http://cms.bsu.edu/academics/collegesanddepartments/teachers/epp-assessment-data</a></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 4 cited as a result of the last NCATE review:

1. The unit does not ensure that all advanced candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and students with disabilities. (ADV)

While the Department of Educational Leadership continues to use the definition of diversity established in 2011 requiring candidates to select part of their field experience in a school where both 50% of the students are on free/reduced lunch and 50% of the students are identified as minorities, faculty continue to wrestle with how to engage candidates in a broader, more in-depth, experience for our candidate. This is a challenge for the program as it tries to balance the flexibility offered to our candidates with ensuring faculty have a rich and diverse placement. In addition, faculty may re-examine the definition to ensure that it allows for all the different types of diverse placements, including socioeconomic considerations and rural, urban, and suburban settings. This ongoing search for more effective diverse placements and a definition that will allow for all types of diversity to be considered continues to be a high priority for the department.
Section 7. Accreditation Pathway

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

The Indiana Department of Education (IDOE) adopted new tests for licensure developed by Pearson to align with the Indiana teacher standards. As of February 2014, the IDOE requires passage of a Pedagogy exam for licensure. In addition, the IDOE implemented the new Indiana CORE Assessment. The new exam replaces Praxis II. Although the test was implemented on February 1, 2014, candidates had the option of completing either test during the period of February 1-May 1. Passing rates for our candidates on several of the content exams have declined; however, the IDOE/SBOE is aware that there have been numerous issues with the implementation of the new Indiana CORE Assessment. As a result, the SBOE approved new cut-off scores on ten (10) of the exams, including the Elementary Education, on March of 2015 for implementation in July 2015. The implementation issues related to testing did prompt the EPP to review, and eventually change, a long-standing policy. Prior to the spring of 2015, candidates were required to successfully pass all tests to complete the program and be granted a degree in anything other than General Studies. The Professional Education Committee (PEC) approved a resolution that would allow candidates who cannot pass one or more of the tests to receive a degree in their content areas. They will not be eligible to receive a license until all tests are passed.

The revised Exit Survey was administered to student teachers in fall 2013/spring 2014/fall 2015. An aggregate report appears on the EPP website. Reports, disaggregated by content, were shared with each program. This survey will be administered each semester with reports delivered on an annual basis.

The EPP submitted 26 SPA Reports on March of 2015. An additional six SPAs will be submitted in September 2015.

As of 2014, Indiana had not yet adopted the new InTASC Standards (2011). However, BSU formally adopted the InTASC Standards in January 2015 effective spring 2015 in all DP1 and DP 2 courses, with alignment to the new standards beginning in the fall of 2015. In addition, faculty updated their alignments to the P-12 academic standards and to the ISTE Standards.

In the fall of 2014, the EPP established a CAEP Leadership Team and subcommittees for each of the 5 CAEP Standards. The primary charge is to build an evidence inventory and to begin to revise curriculum and/or policies in order to meet the new standards. Faculty from across the EPP are full participants in this effort. In addition, current P-12 teachers and administrators are members of these committees. Several examples of substantive changes that the committees are discussing include the development of a clinical curriculum, revising or building new assessments that address impact on P-12 learning, and reviewing all unit assessments.

PEC, the governing body that oversees educator preparation programs, was expanded to ensure that all programs have a voice at the table and will be enacted in the fall of 2015.

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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