

2022 Annual Accreditation Report

CAEP ID:	10148	AACTE SID:	3550
Institution:	Northwestern State University of Louisiana		
Unit:	Gallaspy College of Education and Human Development		

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

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

108

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

115

Total number of program completers 223

¹ For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

SACSCOC

Status:

accredited

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.nsula.edu/institutionaleffectiveness/>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

CAEP Accountability Measures (Initial) [LINK] <https://regents.la.gov/data-publications/>

CAEP Accountability Measures (Advanced) [LINK] <https://regents.la.gov/data-publications/>

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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

There is limited evidence to demonstrate that the EPP has a systematic plan to document that all clinical educators have completed professional development. (Component 2.2).

During AY 2019-2020, the EPP continued to move forward in developing and implementing the systematic plan to provide continuous professional development for all clinical educators. A general meeting of all clinical educators, mentor teachers and university supervisors was held at the beginning of the fall and spring semesters. Using the evaluation tool and observational data, calibration exercise was completed to ensure consistency of scoring and feedback expectations. Additional trainings were held to provide continuous professional development for mentor teachers working in partner districts with Central Louisiana Instructional Program (CLIP). The EPP is a key partner in the CLIP Program and The Orchard Foundation, the education arm of the Rapides Foundation. Participants who complete the program receive a Master of Arts in Teaching degree and a professional teaching license, then teach middle school math or science in a high needs school. resources and training materials were provided to all mentors.

The Director of Clinical Practice and Partnership annually reviews the roles and responsibilities of clinical educators, mentors and

university supervisors and provides updates on state and program policies. During AY 2020-202, protocols, processes, and the rubric for Class Measures. Class Measures is used to provide EPP's with a performance profile for use in improving teaching, raising the standard of student learning, and improving student outcomes. Clinical educators, university supervisors and mentor teachers, are trained each semester on the electronic portfolio system used to record and store candidate artifacts for documenting assessment data including P-12 learning impact data by Dr. Sanson. Dr. Sanson will continue to provide a TaskStream refresher for documenting assessment data each semester. Attendance rosters and emails are gathered as proof of attendance for all training activities. Qualitative data was collected and analyzed to provide the EPP with information on the training and to improve the quality of the professional development.

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of formal diverse stakeholder involvement related to program evaluation and changes for improvement. (Component 5.5)

The Teacher Education Advisory Council met in fall and spring of AY 2020-21 to analyze and provide feedback for data. Their suggestions were shared with program faculty and coordinators. The EPP has developed processes to formally involve diverse stakeholders and to seek input from these stakeholders when evaluating programs and making decisions to improve programs. A stakeholder survey is being developed to gather systematic data for improvement from our stakeholders. Program faculty is involved in a review and analysis of program data continuously in the fall and spring in preparation for the drafting of annual assessment reports. The EPP uses both quantitative and qualitative data. A review of data quality and has well-established processes for performance review and action steps based on that review and has broad involvement of faculty, program coordinators, external partners, clinical educators, and members of the TEAC at all levels of each program to monitor and improve processes. The EPP's quality assurance system includes systematic and regular attention to the quality of program coursework and faculty

teaching, considering their impact on relevant program outcomes and to the ability of all candidates to impact P-12 learning outcomes. The EPP's quality assurance measures embrace the building and sustaining a culture of continuous improvement that directly

engages multiple stakeholders. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to assess the impact on P-12 students and both completer and employer satisfaction.

Collaboration among the EPP and TEAC is critical to the success of the continuous improvement process. Council meetings were scheduled for Spring and Summer 2021 to inform continuous improvement efforts beginning fall 2021. While initially planned for early Spring 2020, the meetings were rescheduled in response to the national and statewide social distancing orders associated with the coronavirus pandemic in Spring 2020. As a result, meetings were rescheduled for virtual delivery and for dates/times that best fit the availability of council members. Meeting minutes were recorded for each meeting and shared with the

council at each subsequent meeting, respectively. Members will be surveyed after each meeting to provide individual responses to the information shared and discussed at each meeting, with the opportunity to provide suggestions and recommendations for continuous improvement in teacher education. Results of the TEAC council members surveys will be presented to School of Education faculty and staff at the annual "Data Day" in May 2022. Recommendations of the TEAC will be used by School of Education faculty and staff in program planning for upcoming academic year.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

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 two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The EPP 's program faculty along with members of the TEAC, clinical educators, mentor teachers and university supervisors reviewed data collected on candidate performance and their impact on P-12 learning. A consistent pattern of weakness was noted in the students' ability to effectively design and implement assessment. It was also noted that students have difficulty implementing appropriate lessons in their first semester of residency. Some issues with the lesson plan instrument itself have also been noted. Conversations have been started about how to address this. Further discussion will take place that streamline the lesson plan introduction and implementation across courses. Additionally, assessment has been wand will further be part of the discussion of course design. Plans to implement changes that will improve students' ability to plan data driven lessons will be discussed and implemented in initial programs.






6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.1.3 Optional Comments

A.2.1 Partnerships for Clinical Preparation
A.2.2 Clinical Experiences
A.3.1 Admission of Diverse Candidates Who Meet Employment Needs
A.5.1 Quality and Strategic Evaluation
A.5.2 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
A.5.4 Continuous Improvement
A.5.5 Continuous Improvement
R1.1 The Learner and Learning
R1.3 Instructional Practice
R3.1 Recruitment
R5.1 Quality Assurance System
R5.2 Data Quality
R5.4 Continuous Improvement
x.1 Diversity

Upload data results or documentation of data-driven changes.

-  **Annual_Reports_statement.docx**
-  **EPP_5_Year_Recruitment_and_Monitoring_Plan_(1)_(4).docx**
-  **TEAC_Agenda_April_2022.docx**
-  **TEAC_Agenda_November_2021.docx**
-  **Call_Me_Mister_materials.docx**

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1.1 What semester is your next accreditation visit?

Fall 2025

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Katrina Woolsey Jordan

Position:

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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.

Acknowledge