2021 EPP Annual 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

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	⦿	○
1.1.2 EPP characteristics	⦿	○
1.1.3 Program listings	⦿	○

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

https://education.nsula.edu/

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 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure[1]

106

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]

92

Total number of program completers 198

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[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 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

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

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

| 3.6 Change in regional accreditation status |
| 3.7 Change in state program approval |

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://education.nsula.edu/accountability/

Description of data accessible via link: Description of the data that is included on the page, Click on the Annual Reports toggle to review submitted Annual Reports for 2015-2020.

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	✔	✔	✔	✔	✔	✔	✔	✔
Advanced-Level Programs			✔	✔	✔	✔	✔	✔

2

Link: https://education.nsula.edu/accountability/

Description of data accessible via link: Click on the Title II toggle to view the EPP's completers ability to meet licensing requirements/state requirements

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	☐	☐	☐	☐	☐	✔	☐	☐
Advanced-Level Programs		☐	☐	☐	☐	✔	☐	☐

3

Link: https://education.nsula.edu/accountability/

Description of data accessible via link: Click on the LA Board of Regents and LA Department of Education toggles to view completers ability to be hired, workforce reports,

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.

4

Link: https://education.nsula.edu/accountability/

Description of data accessible via link: Click on the Program Impact and Outcomes Toggle - Components 4.1, 4.2, 4.3, 4.4

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	☑	☑	☑	☑	☑	☐	☐	☑
Advanced-Level Programs			☑	☑	☑	☐	☐	☑

5

Link: https://education.nsula.edu/accountability/

Description of data accessible via link: Click on the Institutional Reports toggle to view the EPP's annual assessment cycle reports for continuous improvements aligned with institutional benchmarks

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	☐	☐	☐	☐	☐	☑	☐	☐
Advanced-Level Programs			☐	☐	☐	☑	☐	☐

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?*

Based on review of Annual Reporting Measures over the past three years, the EPP should continue to implement strategies to provide continuous professional development and training opportunities for its clinical educators, mentors and university supervisors. The EPP should involve additional stakeholders in its decision making processes. The EPP has focused on working with the Teacher Education Advisory Council to involve more stakeholders including partners, educators, faculty, completers in the continuous improvement process. The EPP has developed a strategy to share data with TEAC members on an annual basis and will collect ideas for implementation. The EPP, based on analysis of data and review, learned that initial licensure candidates struggle with teaching critical thinking skills, classroom management and engaging families. The EPP through its partnerships, will continue to implement continuous professional development and training of clinical educators, mentor teachers and university supervisor to support and to equip candidates with the necessary skills. During AY2019-2020, the EPP was impacted by the immediate closures of all P-12 schools. Data was not available for student impact on P-12 learning for the Spring 2020. Data was also unavailable to assess indicators of teaching effectiveness with fidelity. Spring assessment data was not collected by the state of Louisiana in 2020.

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.

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.

Moving beyond the initial phase of implementation, the EPP conducted training for mentor teachers in May 2019. During AY 2019-2020, 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. Stakeholders involved in the professional development included current P-12 partner districts, educators, administrators, candidates, and completers. Trainings prepared clinical educators to engage in districts that were using the COMPASS, NIET, and other university developed rubrics to support candidates in the clinical setting. Professional development topics included effective communication, mentor-mentee agreements, Class Measures, strategies for co-planning and co-teaching, etc. University Supervisors also participated in observation protocol and norming activities.

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 2019-2020, 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.

During AY2019-2020, training in the fall semester was provided on campus and through virtual spaces. In the spring semester of AY 2019-2020, the COVID-19 pandemic forced the EPP to reevaluate how to execute continuous professional development for clinical educators. Through deliberate planning and support from partners, the EPP continued to provide support for clinical educators.

Technological equipment and resources were updated and expanded to provide high quality and flexibility in training. Because of the tireless efforts of the Director of Clinical Practice, faculty, and staff, the EPP continued to strive to provide extraordinary and continuous professional learning opportunities despite these trying times.

Sign-in sheets and agendas are tagged to provide evidence to support the systematic plan to provide continuous professional development for clinical educators. Survey 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 EPP reconfigured the Teacher Education Advisory Council in AY 2018-2019. During AY 2019-2020, the EPP developed formal processes to formally involve diverse stakeholders and to seek input from these stakeholders when evaluating programs and making decisions to improve programs. An application and nomination process were developed to seek membership on the council. The EPP acknowledged members with a formal letter of appointment. In AY 2018-2019, the TEAC Council was involved in data analysis of program date. Recommendations were made for changes and implementation in AY 2019-2020.

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 2020 to inform continuous improvement efforts beginning fall 2020. 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" Summer 2021 because this event was cancelled in Summer 2020 because of the COVID-19 pandemic. Recommendations of the TEAC will be used by School of Education faculty and staff in program planning for upcoming academic year.

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?

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 candidate's struggling to maintain student behavior in the classroom was noted among initial licensure candidates. Evidence also demonstrated across all initial programs, candidates ability to reflect on student learning targets and establish consistent student learning targets impacted scores on the impact on P-12 student outcome measures. Stakeholders and clinical educators suggested possible changes in practicum placement experiences to strengthen confidence in classroom management. Currently, undergraduate practicum experiences occur in the university lab schools and this does not fully prepare them for high needs schools. While the lab school has high performing teachers/mentors, there are concerns with candidates that feel they are not provided with a realistic view or a realistic expectation of what their teaching experience will resemble. During a TEAC meeting, district partner representatives shared that they realize that more diversity is needed in the school, but could not offer suggestions for change. The EPP began providing professional development for clinical educators including strategies for co-planning and co-teaching. Additional professional development was provided and survey data was collected to gather feedback from participants. Based on the data collected, the EPP and stakeholders will meet to determine next steps.

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

4.1 Completer impact on student growth and learning

4.2 Completer effectiveness via observations and/or student surveys

5.5 Relevant stakeholders are involved in program evaluation

A.2.2 Clinical Experiences

A.5.5 Continuous Improvement

Upload data results or documentation of data-driven changes.

    📎 **20182019_P12_Student_Learning_Impact_Data.pdf**

    📎 **Results__NSU_Mentor_Training_Evaluation_Survey_July_2020.pdf**

    📎 **Training_Agendas.pdf**

    📎 **TEAC_Meeting_Agendas_Spring_2020_V2.pdf**

    📎 **2019__2020_Mentor_Training_Overview_for_District_Coordinators.CLIP_Mentors.pdf**

    📎 **TEAC_Data_Analysis_20182019._Qualitative_Statements.pdf**

    📎 **Fall_2019_P12_Student_Learning_Impact_Data.pdf**

    📎 **20182019_Lesson_Planning_Data.pdf**

    📎 **Fall_2019_Lesson_Planning_Data.pdf**

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

    ◉ **Yes** ◯ **No**

6.3 Optional Comments

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 2021 EPP Annual Report.*

    ☑ **I am authorized to complete this report.**

Report Preparer's Information

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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.

CAEP Accreditation Policy

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 reviews.
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 review 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**