2022 Annual Accreditation Report

CAEP ID:	13388	AACTE SID:	5003
Institution:	William Carey University		
Unit:	School of Education		

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 <u>initial</u> teacher certification or licensure[1]

153

2.1.2 Number of completers in <u>advanced</u> 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]

211

Total number of program completers 364

---

[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:

> Caep

Status:

> Accredited Ncate

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 EPPs 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.wmcarey.edu/page/caep-accreditation-programs

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://www.wmcarey.edu/page/caep-accountability-measures

CAEP Accountability Measures (Advanced) [LINK] https://www.wmcarey.edu/page/caep-accountability-measures

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.

NCATE: **Areas for Improvement related to Standard 6 cited as a result of the last CAEP review:**

		(ITP)	(ADV)
1.	**The faculty teaching load limits opportunities for scholarship and professional development.**		

As stated in 2021 EPP Annual Report, the teaching load limits were addressed by a substantial reduction in the advising load of faculty, salary increases were provided by the university, reduction of teaching load as a result of providing course credits for special projects and coordinator positions, and additional faculty and adjuncts were added to reduce course demands on faculty. Overloads are not required by faculty and they may choose not to add overloads after reaching their contractual obligations. Additionally, faculty were interviewed to determine professional needs. Professional development opportunities are provided by university funds and SOE. Professional development is free by university. Scholarship and collaboration on scholarly projects is encouraged and supported by university and SOE.

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.

Impact of COVID: For initial programs- All entry testing criterion for candidates seeking admission to a Mississippi State Board of Education-approved traditional or nontraditional educator preparation program on or before December 31, 2021, were suspended. Candidates seeking admission to nontraditional EPPs were required to meet one measure of subject matter competency at the time of admittance. These measures of subject matter competency are listed in MDE's Executive Order 1460. Further COVID-19 test suspension licensure guidelines were issued on November 1, 2021. These guidelines affected WCU traditional route program completers. As per the November 1, 2021, guidelines, candidates who were admitted to approved traditional route educator preparation programs by December 31, 2021, under the COVID-19 waiver guidelines, are not be required to take the completer licensure assessments as long as candidates finished all program requirements, including student teaching, and an application for a five-year standard license is received in the MDE Division of Educator Licensure on or before December 31, 2023.
Initial Licensure Program: The Mississippi Teacher Residency program continues to work closely with both the national partner, NCTR, and MDE as well as stakeholders across the state in P12 setting. NCTR granted WCU $100K grant for the Black Educator's Initiative; MDE selected WCU to receive a $1.8M grant for MTR program targeting graduate-level students in the Alternate Route program; and WCU has worked to implement the Grow Your Own program targeting high school students for the teacher education program working directly with the Teacher Academy organization and students as part of this effort. All of these programs are focused on addressing the statewide teacher shortage as well as recruitment of diverse teacher candidates as part of the SOE's effort regarding diversity, equity, and inclusion.
Programmatic changes: (1) Improvements to EDU478 (Residency I) and EDU483 (Residency II) syllabi and/or handbook include the revision of assignment rubrics to align the TIAI statewide proprietary assessment scoring used by the EPP to align with the MDE scoring scale (change from 1-4 to 0-3 in scoring options). (2) EDU483/484 handbook were generalized to be relevant to both elementary and secondary programs. (3) Using feedback from our collaboration with our national teacher residency partner (NCTR), modifications to the residency program were made to include University Supervisors looping with teacher candidates to provide a smooth transition during senior year residency placement, provide more meaningful mentoring opportunities, and build stronger K12 classroom relationships with both cooperating teachers and candidates. (4) Implementation of bi-weekly meetings between University Supervisors and candidates to provide opportunities to clarify assignment expectations specifically the new statewide proprietary assessment, Impact on Student Learning, discuss upcoming evaluations, and provide opportunities for candidates to discuss their experiences in the K12 classroom. These meetings are helping to personalize the learning experience for candidates and allow for quality mentoring in a small group setting. (5) Residency observations were increased to four during student teaching (EDU483) in 2021-22 AY. Observation 1 focuses on the University Supervisor reviewing the professional dispositions document with the candidate and observing them teach a general lesson of their choice then candidates. After the lesson, candidates meet with the University Supervisor to provided actionable feedback related to areas of strengths and weaknesses. Students are not scored on this observation. Observation 2 is the formative evaluation and Observation 3 is the summative evaluation. For both observations, the TIAI is scored by the University Supervisor and the Cooperating Teacher. After the observation, the candidate meets with both mentors to receive their score and quality feedback on each indicator of the TIAI. Observation 4 focuses on the University Supervisor providing final feedback and score of the professional dispositions. Candidates are observed teaching a lesson of their choice and final TIAI feedback is provided. This observation is not scored, given feedback only.(6) the Impact on Student Learning statewide proprietary assessment was integrated into both EDU478 (Residency I) and EDU483 (Residency II) lesson plan development assignments. The assessment was moved to an early due date within the trimester in EDU483 after feedback from the pilot program reflected that students needed more time to produce meaningful responses to the seven assessment components. MAT Alternate Route: Based on recent MAT Data, the following changes were made to improve our program and better prepare teacher candidates for the classroom experience upon the first half of our program: (1) A second textbook "The First Days of School" was added to EDU 536 with five assignments from the book so that the students did not have to wait until the internship begins to have this information. (2) Students in EDU 536 are given a lesson plan assignment to help them learn to create a lesson plan and give them feedback on the lesson plan. (3) The teachers for EDU 650 met to find current and relative information/research to use in the course instruction and align their curriculum. (4) More emphasis is being placed on "Blooms Taxonomy" during the class discussion to prepare the students for the observations in EDU 634.Based on recent MAT Data, the following changes were made to improve the internship portion of the program (EDU 634 and EDU 635): (1) Current technology training was added to the first seminar.(2) More motivational speakers were brought in to speak to the interns during the seminars to promote positivity and morale as well as inspire the interns to remain in the teaching profession.(3) Interns were grouped together based on their subject area during the seminars to promote networking outside of their school districts. (4) Quizzes were given after the virtual seminars to ensure engagement from the interns.(5) A follow up professional development training seminar will be offered the summer AFTER the internship for ongoing support and training to the interns and to provide CEU's. Based on recent MAT Data, the following changes WILL occur next year to improve the program: (1) Some of the reading assignments will be moved from EDU 634 to EDU 635 so that they can be addressed more thoroughly. (2) The seminars will focus more on the observations from the TIAI to help prepare the interns. (3) More grade value will be placed on the formative observation and interns will not progress to EDU 635 unless he/she scored an 80% or higher on the formative evaluation. (4) An intervention course will exist for students who do not score an 80% on the formative evaluation before he/she

can progress to EDU 635. (5) An in-person seminar will be added back to EDU 634. (The seminars were virtual during Covid.)(6) The Code of Ethics will be discussed in the in-person seminar instead of the virtual seminar. (7) Mentor teachers will complete a professional development training prior to the TIAI evaluation.(8) Mentor teachers will input data from the TIAI evaluation directly to TK20 instead of allowing it to be submitted by the student. (9) Students in the special education track will have alter assignments on the weekly reflections and additional indicators added to the evaluations at the expertise of the WCU special education department. Incorporation of Technology: (1) Students have the option of attending virtual classes or face-to-face classes to meet the demands of long-distance students across the state and outside the state. (2) During EDU 536, students must teach in a virtual setting, create slide shows, and access various virtual learning platforms (Canvas and Microsoft TEAMS). (3) During EDU 536, students must present a video in Flip Grid and link it to google classroom.(4) During EDU 634, students undergo approximately 10 hours of technology training by an IT Specialist during the first seminar.(5) Students attend virtual seminars in EDU 634 and EDU 635. (6) Students must write lesson plans in EDU 536, EDU 634 and EDU 635 that show how they are incorporating technology into their classrooms. Advanced Programs: (1) For Ed Leadership MEd, EdS, the four newly formed Common Assessments for all EDL students in the state of Ms will require the candidate to demonstrate their performance skills by completing the School Safety, Professional Growth Evaluation, School and Community Engagement, and Data Analysis for School Improvement. The EPP field tested all 4 of the new assessments within four EDL courses during the 2021-22 AY. The data from these 4 assessments have been gathered and sent to MELFA (state organization). After revisions are made from feedback, validity and reliability tests will be conducted. Next, data will be gathered in TK20 and reported to MDE in the Annual End of the Program Report. (2) All EDL students admitted to program after the MDE SLLA waiver ended (Dec 2021) are required to take the SLLA exam. For those students, the EPP is providing sample test questions, instructor feedback and guidance to support students in test preparation. (3) For EdS, course sequence was changed for RSH702 to allow students to gain necessary instruction on APA writing to help improve scholarly writing abilities as they progress through course. Implemented a pre-assessment in course as part of the final assessment. Data will be gathered and post assessment administered in EDL789 Self Study. This has been moved to final trimester of coursework. This information is used to analyze students' scholarly writing growth and can also be used as part of the required documents to determine eligibility to EdD program. SOE wide: Data Day faculty reviewed annual data for all key assessments.

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

Not finished yet

Upload data results or documentation of data-driven changes.

Section 7: Legacy Transition to CAEP

EPPs transitioning to CAEP Standards from NCATE or TEAC Legacy accreditation should report any gaps in the EPP's current ability to meet CAEP standards, and report on plans to address these gaps prior to the CAEP site visit.

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.

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 prepared by your CAEP site visit in the text box below and tag the standard or component to which the text apply.

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

Not applicable

7.2.1 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: 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?

Spring 2023

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

no

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:	Marla D. Freitag, Ph.D.
Position:	CAEP Coordinator, WCU SOE
Phone:	601-318-6557
E-mail:	mfreitag@wmcarey.edu

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**