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Section 2. Program Completers

144

128

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

Section 4. Display of Annual Reporting Measures.

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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.

Link: <https://inside.nku.edu/coehs/collegeaccreditation/dashboard.html>

Description of data accessible via link: This is the 2019 CAEP Accreditation website that displays CAEP reports and evidence files.

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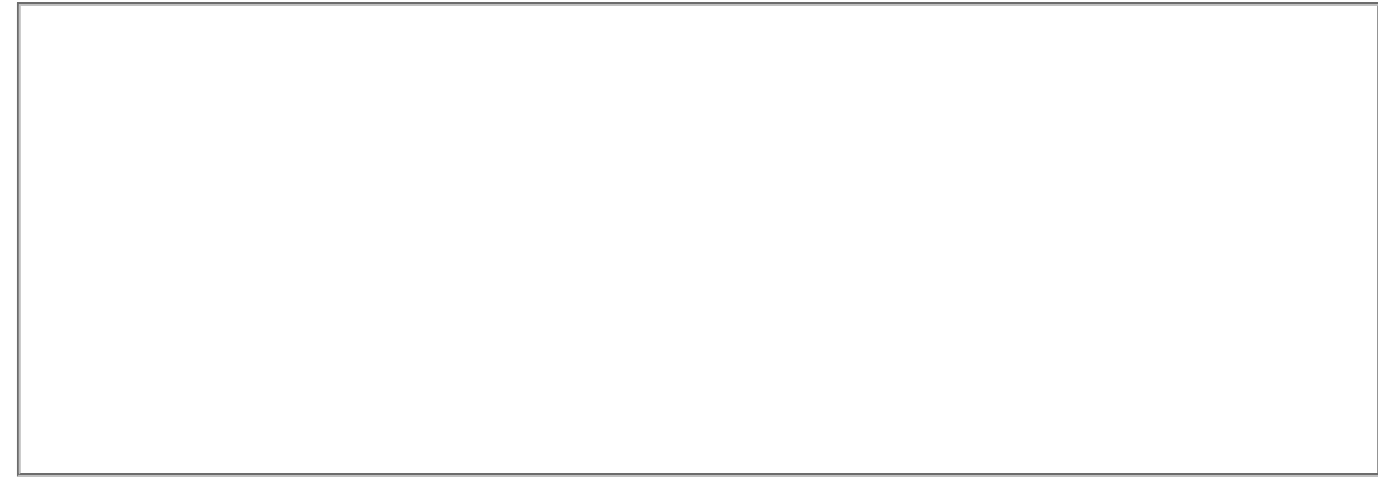
4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

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on how candidates perform on each standard and the strengths and challenges of the programs that prepared teacher candidates.

At the end of the academic year, program representatives serve on the Quality Assurance Committee.



Each year, program facilitators develop a Quality Assurance Report that discusses the strengths and challenges identified by the EPP assessments, such as the Praxis exams, dispositions survey, or lesson plan. The report is completed and discussed at the annual meeting.

the Quality Assurance System for another year. Representative. PCEs, UCEs, and other stakeholders periodically review evaluation practices and teacher candidate assessments to minimize bias and ensure fairness. As part of the TEC and TEAC processes, two evaluators (P-12 and university clinical educators) are used to reduce bias and ensure fairness. Both evaluations are used to determine candidate's grade and movement to the next transition point. Field and clinical experience assessments are independently completed by both PCEs and UCEs. The data from the independent evaluations are then aggregated and compared as part of the annual data review and analysis. Additionally, assessments are aligned with state and national standards, resulting in outcomes that are fair, accurate, and consistent. Review sessions are also held at the beginning of each semester to train PCEs and UCEs in the use of the identified scoring instruments. The systems' operations, comprised of data from Foliotek, Praxis, SurveyMonkey, and SAP, allow for disaggregation of data by certification area and other dimensions.

The EPP Quality Assurance System ensures that data are systematically collected, analyzed, monitored, and reported throughout the academic year. Program faculty and TEC members review data during their monthly meetings, P-12 advisory boards review data twice each year, and the Quality Assurance Committee reviews program and EPP-wide data annually. Each year, program facilitators develop a Quality Assurance Report that discusses the strengths and challenges identified by the EPP assessments, such as the Praxis exams, dispositions survey, or lesson plan. The report is completed and discussed at the annual QUAC meeting. To ensure that results of program modifications are monitored and adjusted, the first question on the form asks the program to review and discuss program changes that were identified in the previous year's Quality Assurance Report. It also asks the program to identify changes that were previously initiated and the impact of those changes on teacher candidates and/or the program. The Quality Assurance Report Summary was developed to systematically review the data and program modifications during the last three Quality Assurance Committee meetings. The summary documents the priorities established by each program and the results of the changes (if available) on programs, candidates, and P-12 students. The summary identifies that 100% of program and EPP-wide changes were based on identified data. All data included within the continuous improvement process are tracked over time. Assessment data included in Standards 1 to 4 are shared annually with faculty, and are posted on the EPP Data Dashboard to ensure monitoring and review of data and to give stakeholders the ability to track results over time. The EPP collaborates closely with two partner school districts (one urban and one suburban) to identify selected program completers' teaching performance and impact on P-12 students during their first few years of teaching

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

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- A.1.2 Professional Responsibilities

Upload data results or documentation of data-driven changes.



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

By checking the box below, I indicate that I am authorized by the EPP to complete the 2019 EPP Annual Report.



