

# 2015 EPP Annual Report

<b>CAEP ID:</b>	27327	<b>AACTE SID:</b>	
<b>Institution:</b>	Limestone College		
<b>Unit:</b>	Teacher Education Program		

## 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...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## 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

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.)

Total number of program completers 12

## 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

No Change / Not Applicable

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

No Change / Not Applicable

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.

Praxis data, transparency report, Title 2 data:

<http://my.limestone.edu/teacher-education-program>

## 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

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

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?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

#### 5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praxis Exams			
State-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed assessment(s) (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

#### 5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADEPT Performance Data			

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

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	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

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)

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.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	12	7
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

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

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

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.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
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	8	20	14	19	29
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 a initial teacher certification or licensure during AY 2013-2014	0	5	7	0	0
<i>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).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				
Been counseled out of a program	0				
Withdrawn from a program	0				

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

	Number taking test	Average scaled score * (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	19	0.7	19	100	96
All program completers, 2011-2012	14	0	14	100	96

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

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

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

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).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

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.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	13	6
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

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

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.  Agree  Disagree

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.**

	Agree	Disagree

The EPP has attempted to collect data on the employment status of completers.



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

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

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

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
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The EPP has access to information on the employment status of completers



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)  
Data requested for in-state teachers
- 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.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	12	9	2	1	0	0	0

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)

60                      17                      9                      0                      4                      2                      20

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.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	7% <a href="http://my.limestone.edu/teacher-education-program">http://my.limestone.edu/teacher-education-program</a>
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	\$34979 <a href="http://my.limestone.edu/teacher-education-program">http://my.limestone.edu/teacher-education-program</a>
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	\$34799 <a href="http://my.limestone.edu/teacher-education-program">http://my.limestone.edu/teacher-education-program</a>
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	<a href="http://my.limestone.edu/teacher-education-program">http://my.limestone.edu/teacher-education-program</a>
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	

## 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 1 cited as a result of the last NCATE review:

- |  |       |
|--|-------|
| 1. The unit's assessments are not fully aligned with national program standards. | (ITP) |
|--|-------|

All programs were recognized by their respective SPAs following the initial visit with the exception of Physical Education, which was discontinued and completely re-written.

Music Education is accredited by NASM. English Education is recognized by NCTE. Math Education is recognized by NCTM. Elementary Education is recognized by ACEI. (INSERT PE AND EARLY HERE)

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- |   |       |
|---|-------|
| 1. Candidates have limited opportunities to interact with faculty members from diverse ethnic/racial groups.  | (ITP) |
| 2. Candidates have limited opportunities to interact with other candidates from diverse ethnic/racial groups. | (ITP) |

Faculty demographics have become more diverse. We also have intentionally incorporated diverse speakers and diverse p-12 faculty into our programs.



Our candidate demographic data outlined in 4.4e of our IR show an obvious increase in diverse candidates over the last three reporting years.

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

- |  |       |
|--|-------|
| 1. The lack of technical and clerical support limits the unit's ability to develop and implement an effective assessment system. | (ITP) |
|--|-------|

LiveText was adopted in 2008 in preparation for our last NCATE visit. Since that time the IT department data manager has programmed LiveText to sync with Jenzabar for uploading courses and student rosters. The Director of Teacher Education is responsible for making sure all key assessments are uploaded into the appropriate courses. The instructor for the course is responsible for assessing candidates and reporting the findings to the program coordinators at the end of each course. The program coordinators compile those reports for future SPA reporting and program improvement based on those data. LiveText training is conducted by the Director of Teacher Education or program coordinators as needed.

Jenzabar is now used to store data regarding Praxis scores. The administrative assistant is responsible for processing those scores once they are downloaded from the ETS Data Manager site. (The previously used system, TEDCAP became obsolete once Jenzabar was updated.)

Background checks are processed through the administrative assistant. Results are stored in Jenzabar.

The AFIs regarding an effective assessment system in Standard 2 were removed as a result of the focus visit in Fall 2010.

## Section 7. Accreditation Pathway

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

3.a Collaboration between unit and school partners: Representatives from the local school district participate on the Teacher Education Committee as voting members. They are equally responsible for changes made to the conceptual framework and curricula changes, including field experiences. Likewise, members of the unit participate on School Improvement Councils, Parent-Teacher Associations, District Improvement Committee, and Cherokee County Teachers' Forum.

Candidates and faculty are invited to participate in district professional development and celebration activities. Cooperating teachers are invited to participate in unit development activities including those related to technology, such as the iHub training held in fall 2014 at the A.J. Eastwood Library Conference Room hosted by Dr. Paula Schubert and Librarian Lizah Ishmail. Further, faculty go to school sites to provide professional development customized to each school or teacher group. Resources are shared between candidates and faculty in terms of technology, grants, materials and classroom space. Field and clinical placements are requested by the unit and adjusted by the district personnel designees based on eligibility, expertise, and availability.

3.b Design, implementation and evaluation of field experiences and clinical practice

All field experiences and clinical practice have mechanisms in place for candidates to apply and reflect on their practice. For instance, candidates reflect in writing on lessons taught in field experiences and student teachers reflect using the TT3 form and on weekly open reflections in LiveText. Beginning with the early field experiences, candidates work with p-12 students in public school classrooms. Candidates are placed in at least two different settings with diverse learners. Candidates participate in multiple classrooms and are observed by p-12 faculty and college supervisors. Coursework is designed to be incremental and sequential leading to success in clinical practice and preparing candidates for the first years of teaching.

Candidates have many opportunities to interact with teachers, families of students, administrators, college supervisors and other candidates about their practice through seminars, coursework, family nights, the Diversity Panel Discussions, Diversity Conferences, field trips to the School for the Deaf and Blind, and through guest speakers in classes or special assemblies. Candidates reflect on their practice and justify choices through their philosophy of education, reflections of field experiences, long-range planning, and assessment project or teacher work samples. Opportunities for service learning exist through the after-school LC2 program, grants, after-school programs and in-school projects and assignments.

3.c Candidates development and demonstration of knowledge, skills, and professional dispositions to help all students learn

Pull-out sessions (or seminars) were designed for candidates in clinical practice. Sessions are organized by college supervisors to address issues such as knowledge, skills and dispositions and to allow candidates to reflect on their practice. Candidates are able to seek help where needed and share ideas and successes. Guest speakers are invited to address professional behavior and responsibility, liability, classroom management, interviewing skills, and the like. The assessment project or Teacher Work Samples which are assigned in clinical practice show evidence that candidates are able to design instruction that leads to positive student growth. Coupled with the long-range plan that is also assigned which outlines the student populations with which candidates are working informs the unit that candidates are able to positively affect all student populations.

## 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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