

2016 EPP Annual Report

CAEP ID:	10719	AACTE SID:	725
Institution:	Clarion University of Pennsylvania		
Unit:	School of Education		

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.

1.1 In AIMS, the following information is current and accurate...

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

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 2014-2015 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 84

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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.

Website Statement:

<http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/index.html>

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.	Data on advanced candidates' impact on student learning were not available in all programs.	(ADV)
2.	Data on professional dispositions of advanced candidates were not available.	(ADV)

1. We are working on surveys that will be administered to our advanced candidates.
 2. We are in the process of purchasing Chalk and Wire as our data management system (purchasing will be complete as of April 2016). Having a data management system will allow us to craft and send disposition surveys to our advanced candidates in much more efficient and timely manner. This will be an item of emphasis over the summer.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	The unit does not systematically assess dispositions for advanced programs.	(ADV)
----	---	-------

There has not been any movement towards assessing dispositions for advanced programs. As mentioned above, assessment of advanced candidate dispositions will be a priority over the summer as the new data management system is implemented.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

1.	Not all advanced teacher candidates have a required field experience in their program.	(ADV)
----	--	-------

All teacher candidates that are working towards certification have a required field experience.

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

1.	Not all candidates have opportunities to interact with faculty from diverse backgrounds.	(ITP)	(ADV)
2.	The programs do not have a systematic way to ensure that candidates have the opportunity to work with students from diverse populations.	(ITP)	(ADV)

1. We are continually working to attract faculty from diverse backgrounds. When searches take place we advertise in a variety of sources to help with diversity. Unfortunately we are not doing much hiring at this time.
 2. We define students from diverse populations broadly. Our candidates do not always have the opportunity to work with students from culturally diverse backgrounds, but we do try to ensure that they have as much opportunity as possible to allow them the opportunity to work with students from other diverse populations. We did offer an "urban experience" in Pittsburgh for interested students, but it unfortunately did not run due to low enrollment. As our students are completing their capstone experience, we are attempting to place them in diverse school districts. Our partnering school districts, outside of our normal placement pattern, are Broward County, Florida and St. Vrain School District in Longmont, Colorado.

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

1.	The unit does not have adequate personnel to continue to implement the unit's assessment system.	(ITP)	(ADV)
----	--	-------	-------

One faculty member is granted a three credit release per semester to oversee the School of Education's assessment program. The burden of this assignment will be greatly reduced with the acquisition of the Chalk and Wire data management system.

Section 7. Accreditation Pathway

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

The Chalk and Wire data management system will assist us with the continuity of data collection and support continuous

improvement throughout the EPP.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Jesse A. Haight

Position: Assistant Professor, CAEP Coordinator

Phone: 814.393.2385

E-mail: jhaight@clarion.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.