

2020 EPP Annual Report

CAEP ID:	11990	AACTE SID:	4150
Institution:	Samford University		
Unit:	Department of Education		

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	<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"/>

1.2 [For EPP seeking Continuing CAEP Accreditation¹ applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

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 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

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

Total number of program completers 165

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 2018-2019 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

Level \ Annual Reporting Measure

1. 2. 3. 4. 5. 6. 7. 8.

4

Link: <https://www.samford.edu/education/files/Completer-Observation-Field-Notes.pdf>

Description of data accessible via link: Data Relevant to Completer Observation Field Notes

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Link: <https://www.samford.edu/education/files/PLP-Completers.pdf>

Description of data accessible via link: Data Relevant to Completer Professional Learning Plans Pilot Case Study

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Link: <https://www.samford.edu/education/files/EdTpa-Data-Measure-2.pdf>

Description of data accessible via link: Data Relevant to EdTPA

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

Link: <https://www.samford.edu/education/files/Employer-Surveys-Initial-Programs.pdf>

Description of data accessible via link: Data Relevant to Employer Survey

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8

Link: <https://www.samford.edu/education/files/Employer-Surveys-Advanced-Programs.pdf>

Description of data accessible via link: Data Relevant to Employer Survey

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9

Link: <https://www.samford.edu/education/files/Completer-Surveys-Initial-Programs.pdf>

Description of data accessible via link: Data Relevant to Completer Surveys

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10

Link: <https://www.samford.edu/education/files/Completer-Surveys-Advanced-Programs.pdf>

Description of data accessible via link: Data Relevant to Completer Surveys

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.

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Advanced-Level Programs			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Link: <https://www.samford.edu/education/content/Graduation-Rate4.pdf>

Description of data accessible via link: Data Relevant to Graduation Rates

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12

Link: <https://www.samford.edu/education/content/Alabama-Statewide---2019-Higher-Education-Report-Card.pdf>

Description of data accessible via link: Data Relevant to Praxis Test Scores/Report Card

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13

Link: <https://www.samford.edu/education/content/Employment-Rates3.pdf>

Description of data accessible via link: Data Relevant to Employment Rates

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Link: <https://www.samford.edu/education/files/Rate-Schedule.pdf>

Description of data accessible via link: Data Relevant to Samford Rate Schedule

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Link: <https://www.samford.edu/education/accreditation>

Description of data accessible via link: Samford University Orlean Beeson School of Education Accreditation Website

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.
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Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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?

The over the last three years, the EPP was tasked with reviewing its data processes and streamlining procedures for continuous improvement. Over the last three years, the EPP experienced a major transition in leadership. As a result, the systems was examined and adjusted so that it will continue regardless of who is in a position of leadership. It was important for faculty to take ownership of their own quality assurance system to ensure that processes were consistently implemented even when leadership and staff roles are in transition. The EPP spent time reviewing current procedures to determine what is working and what needed to be changed. While the overall system is still developing, the underlying principle of continuous improvement has been in place for many years. Quality has always been at the heart of the EPP's goal of preparing effective teachers.

Observations of the QAS:

- For many years there has been a system of collecting data and sharing data for continuous improvement. The EPP utilized LiveText for many years and then transitioned to Task Stream.
- The transition to Task Stream was somewhat difficult. The EPP is still working to develop the best way to organize DRFs so that data is reported in a meaningful way. As a result, DRF set-ups have been a "work in progress" meaning they have been set up in many different ways. Feedback from faculty who score in Task Stream, program directors and department chairs have provided input to the Data Manager to help create the best possible organizational structure for DRFs.
- EPP program directors are not confident that they are using Task Stream to its fullest potential. There are many features that are most likely not being utilized. A team will be tasked with examining the features and how best to use them for program

improvement.

- The EPP collected and tracked an enormous amount of data for many years but it was not systematically being reviewed. Data Days have been in place for many years but there was simply too much data to analyze. Further, faculty listen to stakeholders but they did not always host formal events to solicit information. Faculty identified that this was a need. They were listening and using suggestions but in a way that may benefit one program and not initial programs as a whole.
- The Plan, Implement, Analyze and Report system has been in place but needed to be more formalized. Since the EPP is small, there is a tendency to informally assess or observe and intuitively adjust a process or procedure. The updated system includes a more robust system for planning, implementing analyzing and reporting- This includes stakeholders in each part of the plan.
- The data was collected but needed to be grouped and organized in "data packages" so that all faculty was not reviewing all data. With a small faculty, trying to review every data point is overwhelming and not authentic. Faculty observed that Data Days alone were not an authentic way to review and use data. The need for a way to provide smaller chunks of data organized around a central theme was a suggestion to more effectively manage the data that was collected.
- The suggestion was made to use some already standing committees and groups to analyze data. This was a way to simplify the process and divide the task of analyzing and reporting data.
- EPP faculty are relational- both with the candidates and stakeholders/P-12 partners. There is benefit in that relationship but there is a tendency to collect data from informal feedback rather than systematic data collection. For example, local administrators regularly interact with faculty and provide feedback about candidates. The same hold true about candidates. Faculty are bombarded with feedback and most respond. The benefit of this informal approach is that EPP faculty hear directly from candidates, completers and employers. Faculty is always aware that candidates pay a premium for their education and deserve the best possible preparation. However, when the feedback is not collected in a systematic process, it may be flawed and should not be generalized. Faculty in an effort to focus on quality, sometimes respond too quickly and implement changes based on the feedback of only a few. The EPP is actively implementing more processes to ensure that the feedback and data collected is reliable and can and should be used for improvement. Some feedback should be responded to immediately, but other feedback should be reviewed to determine trends. Sorting out the difference is a challenge when faculty is so intuitively focused on quality improvement.

Beginning fall, 2019, the EPP implemented the first Data Teams. All initial faculty and staff are organized into small groups and tasked with reviewing data points related to a larger InTASC category. The groups met for the first time during Data Day in September. The overall concept is in development but faculty was encouraged and excited with the first meeting. Their first meeting was an edTPA "deep dive" meaning they reviewed data from edTPA related to their InTASC category using the edTPA crosswalk. They identified the areas on the rubric that aligned with their category and analyzed how candidates from all initial programs performed on that CAEP key assessment. Strengths, opportunities for growth and recommendations were completed for this assessment. The reports from the groups were uploaded into OBBHQ- the new Canvas resource for housing data reports and other important information so it is accessible for faculty. Each time they meet they will examine data to identify trends. They will also review reports from other stakeholder groups. The meetings will culminate in a final presentation at the end of the academic year when the data teams will provide their final report and their findings based on multiple sources of data. This process involved faculty and staff and gives them ownership of their own data. Further, it is important that the paradigm shift from the data being the "data manager's responsibility" to faculty, staff and stakeholder engagement.

Changes based on data- after reviewing initial edTPA data, it was determined that the area for growth for initial candidates was in the area of assessment. Employer/completer survey data corroborated this observation noting that candidates needed improvement in state-wide assessment system systems. As a result, EPP faculty determined that curriculum mapping of assessment courses was necessary. edTPA was consequential in the state of Alabama beginning fall, 2018. Therefore, multiple complete cycles of data are currently unavailable. However, the EPP is currently comparing edTPA data to state and national averages. Faculty will begin the process of examining the curriculum, texts and coursework to determine gaps. edTPA data was reviewed by EPP faculty and stakeholders at our annual Data Day as well as DEC and Extended Assessment committee meetings. What the EPP learned from edTPA Pilot Data :

EPP faculty, staff, and candidates reflected on the edTPA process and project along with pilot and more current data with the goal of continuous improvement of rubric scores and an increase in candidate pass rate.

What faculty learned through discussion and observation while piloting and early implementation of the edTPA:

- there exists a need to introduce language specific to the edTPA early in all initial programs
- in programs having two internship placements which of those placements was most desirable for completion of the edTPA (for example, in the ESEC program, it proved difficult to complete the edTPA in an upper elementary grade placement due to statewide testing as internship occurs in the spring semester)
- edTPA checkpoints needed to be added for each edTPA task to the internship timeline so as to increase candidate accountability
- an increased K-12 awareness of the edTPA process was needed
- there is a desirable time for the edTPA portfolio submission so as to provide adequate time for a retake if needed aware of the possible need for a re-take course
- realized the need for a full time, well-qualified edTPA Coordinator to educate and support candidates, faculty, supervisors and inservice teachers
- Because edTPA is a performance assessment, faculty agreed that a component of the internship semester would be assessed as Pass or Fail versus a traditional letter grade.

Faculty feel that this is more reflective of the actual edTPA project.

Based on findings from the completer focus groups Advanced programs, it was determined that more emphasis should be placed on social emotional learning. As a result, EPP faculty is examining ways to implement topics of study related to this area for students, teachers and administrators. One recommendation was a required ASCD PD module for all initial and advanced level

candidates on the "Whole Child".

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

Section 6. Continuous Improvement

Waived

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 2020 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Amy Hoaglund

Position: CAEP Coordinator

Phone: (205)726-4284

E-mail: aehoaglu@samford.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.

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 visits.
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 visit 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