2017 EPP Annual Report

CAEP ID:	21551	**AACTE SID:**	
Institution:	Stockton University		
EPP:	Teacher 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	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

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 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure

`129`

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.)

`0`

Total number of program completers   129

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 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

The Stockton TEDU Program revised our mission and goals statements that were previously aligned to the TEAC Quality Principles and InTASC standards. Our new mission and goals are expanded to incorporate CAEP Standards while aligning to both InTASC and NJ Professional Standards for Teachers (NJPST).

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

The Stockton TEDU Program has recently received university approval and awaits state approval to offer a new endorsement in PreK-3 that has not been previously offered. The state documentation has been submitted and we anticipate launching this new endorsement path in Fall 2017.

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

In compliance with updated New Jersey Department of Education code changes, the Stockton TEDU Program is in the process of making changes to all endorsement paths. As of Sept 1, 2017 all candidates will be required to take a state mandated performance assessment, EdTPA, as a requirement for endorsement. As of Sept 1, 2018, all candidates must accumulate 50 hours of clinical experience & 175 hours of clinical practice in a PK-12 setting defined within state code (details at http://www.nj.gov/education/educators/rpr/CEASChanges.pdf). Changes are in progress & will be in full effect by 9/1/18.

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.
Accreditation & Program Assessment:
http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=45

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.
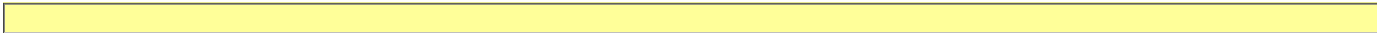
Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief [1]		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	for your selection
Grades					
Candidate grades and grade point averages	●	○	○	○	Provides evidence of content knowledge & skills
Scores on standardized tests					
Candidate scores on standardized license or board examinations	●	○	○	○	Provides evidence of content knowledge
Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude	●	○	○	○	Providences evidence of basic competencies for entry into the program.
Standardized scores and gains of the completers' own students	○	○	○	●	No mechanism or state system to gather data after graduation. Privacy concerns raised by schools' administration.
Ratings					
Ratings of portfolios of academic and clinical accomplishments	○	○	●	○	Program is working on additional collection of competency measures via a program portfolio with a rating/rubric system.
Third-party rating of program's students	●	○	○	○	College supervisors rating during student teaching

Item	1	2	3	4	Comment
Ratings of in-service, clinical, and PDS teaching	○	○	○	●	State does not have data available to EPP
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples	●	○	○	○	Cooperating teacher ratings during student teaching based on student performance & work samples

Rates

Item	1	2	3	4	Comment
Rates of completion of courses and program	●	○	○	○	Provides evidence of rigor of program
Completers' career retention rates	○	○	○	●	State does not make available to EPP
Completers' job placement rates	○	○	●	○	State now provides summary data in annual EPP report so it will be utilized for future self study.
Rates of completers' professional advanced study	○	○	○	●	State does not make available to EPP
Rates of completers' leadership roles	○	○	○	●	State does not make available to EPP
Rates of graduates' professional service activities	○	○	○	●	State does not make available to EPP

Case studies and alumni competence

Item	1	2	3	4	Comment
Evaluations of completers by their own pupils	○	○	●	○	State does not have data available to EPP & school administration voice privacy concerns. EPP plans to use formal partner school districts for case study to provide some data though limited.
Completer self-assessment of their accomplishments	●	○	○	○	An alumni survey is conducted on a bi-annual basis.
Third-party professional recognition of completers (e.g., NBPTS)	○	○	○	●	No plans to collect at this current time.
Employers' evaluations of the program's completers	○	●	○	○	Done via cooperating teacher evaluations during student teaching. However CT are not fully trained on evaluation structure so it is collected for comparison purposes though not relied on.
Completers' authoring of textbooks, curriculum materials, etc.	○	○	○	●	State does not have data available to EPP
Case studies of completers' own students' learning and accomplishment	○	○	●	○	Plans to be made for the inclusion of case studies to provide evidence of alumni competence since the state currently has no structure in place.

[1]: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 Stockton University EPP- TEDU 15-16 Completers data

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 2017 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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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 derided from accreditation documents.

Dean's Comments: the TEDU program has made significant changes in response to regulatory requirements over the past year, not the least of which is a performance assessment required for state certification. The data in this annual report show the largest number of completers over the past three-year period, reversing a statewide (and national) trend of declines in teacher preparation program enrollments. The New Jersey EPP Report shows that Stockton continues to model excellence in urban placement preparation and addressing DFG shortage areas to serve our state's most vulnerable students. The TEDU program has also done exemplary work in designing and assessing signature assignments for measuring student learning outcomes and continuous program improvements. That the TEDU program has completely redesigned its certification sequence of course work is already an outstanding achievement; that this extensive work was done simultaneously with a redesigned P-3 LIBA prompt in collaboration with faculty from the Childhood Studies minor and alongside a proposal to collaborate with Ocean County College on a Department of Education pilot program is a credit to our TEDU faculty leadership.