Standard 5 Report

5.1. The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards

The EPP Quality Assurance System (QAS) is anchored by EPP’s core vision and is multi-faceted, drawing from multiple measures that are aligned to CAEP standards and involving various stakeholders for continuous improvement. As depicted in the QAS graphic (5.1.1 – Quality Assurance System), its structure is cyclical and sustainable, whereby programs and processes are maintained, improved, and revised in conjunction with deliberations and decisions based on evidence and with the evolving needs and requirements of school district partners and the state’s Department of Education. Incorporating a backward design approach, the QAS starts with EPP’s core vision of preparing highly qualified and effective P-12 teachers who are reflective, innovative, and committed to diversity. This vision guides EPP’s certification pathways (undergraduate, Master of Arts in Teaching, and post-baccalaureate) and engagement with all stakeholders. EPP’s Core Team – Director of Accreditation, Assistant Dean of Teacher Education, Assistant Dean of Academic Services, Director of Clinical Experiences, two initial certification faculty members, a candidate representative, and Data Manager – assumes primary responsibility for the sustainability and efficiency of the QAS, with the Director of Accreditation leading the team. The team’s focus includes: oversight of operational processes as they relate to candidate development and completer success in the profession; sustained and systematic collection of valid and reliable data for the purpose of analysis and program improvement; assurances that various stakeholders are involved in improvement efforts; and the communication of new initiatives and updates to stakeholders. The Core Team begins the academic year with an Operational Retreat when accomplishments and gaps from the previous year are reviewed and new/revised operational priorities are determined (5.1.2 – 2018-19 operational retreat minutes and goal). The Directors of Undergraduate Studies and Teacher Certification (USTC) support the work of the Core Team, address candidate recruitment and retention, and collaborate with EPP faculty on emerging curriculum trends, innovations, and needs (5.1.3 - sample elementary and secondary panel meeting agendas). Program Coordinators work with EPP faculty in specific certification areas, leading curriculum development/revision and addressing operational ideas, needs, and accomplishments within specific licensure areas (5.1.4 - faculty and staff engagement; 5.1.5 - sample program area meeting agendas). USTC Directors and Program Coordinators review curriculum scope and sequence, syllabi, assignments, and standards alignment. Curriculum matters including development of and changes to internal assessments and clinical experiences, course offerings and blocking, and integration of diversity and technology are ultimately determined by EPP faculty. Significant curricular changes must move through EPP’s curriculum review process as indicated by University policy and procedure.

As the QAS graphic depicts (5.1.1 – Quality Assurance System), external and internal stakeholders are important to EPP’s continuous improvement process. The Administrative
Advisory Board, comprised of executive leaders of local school districts, meets four times a year, discussing partnership initiatives and progress; local and state policies, patterns, and directions; as well as measures and evidence related to EPP candidates, completers, and operations (5.1.6 – Administrative Board members; 5.1.7 - Administrative Board minutes 2017-18). EPP’s Student Advisory Panel (SAP), comprised of members from the initial certification student organizations Future Educators and The Education Scholars Alliance, meets annually to provide candidate perspective on EPP strengths and opportunities for improvement (5.1.8 – Student Advisory Panel agenda). Future Educators publishes a student newsletter during the fall and winter semesters, which communicates information about EPP and the teaching profession (5.1.9 – newsletters). This newsletter is distributed to all candidates, College faculty and staff, and alumni via email, and is posted on the College’s website for all stakeholders to read. To gather alumni perspective, EPP sends an end-of-year survey on EPP strengths and opportunities for improvement to initial certification completers from the previous five academic years (5.1.10 – one to five year-out survey; 5.1.11 – 2018 one to five-year out survey results). The Division of Academic Services, with its advising staff, facilitates an annual Recruitment Retreat, where EPP candidate data, including demographic and test information, is reviewed so as to identify strengths and opportunities for new recruitment strategies and priorities (5.1.12 – recruitment retreat agenda 2018; 5.1.13 – recruitment plan). Recruitment efforts are strategically directed at diverse high schools and underrepresented student organizations in local community colleges. The Education Scholars Alliance, with its goal to increase the number of underrepresented teachers in today's P12 classrooms, is promoted across metro Detroit. EPP faculty, led by the Core Team and USTC Directors, come together for an annual Data Retreat to analyze data and determine next improvement steps (5.1.14 – 2018 data retreat agenda; 5.1.15 2018 data retreat data report).

The QAS is comprised of multiple measures which are electronically gathered and recorded (5.1.16 – initial certification evidence/data chart, 5.1.17 course-embedded assessments, data collection point chart data). Data collection for course-embedded instruments follows a transparent and sustainable process (5.1.18 – course-embedded data collection process). The QAS addresses CAEP standards by gathering evidence of candidate selectivity, content knowledge, pedagogical knowledge and skills, professional dispositions, and completer effects on student learning. For example, the Cornerstone Welcome, attended by all newly accepted candidates across all pathways, includes: [a] a group interview, which supports initial monitoring of candidate dispositions; and [b] an informational orientation, at which candidates are introduced to expectations for professional dispositions and InTASC standards. External data from the state Department of Education, such as certification examination reports and exit data from completers and from P-12 and university clinical educators, are analyzed by faculty at the QAS Mid-Cycle Data Review (5.1.19 mid-cycle, Teacher Education Forum minutes). Near the end of the QAS annual cycle, EPP’s Data Manager provides other data reports, such as candidate data from course-embedded assessments during the academic year. These reports, with data disaggregated by program area as well as by elementary, secondary, and special education areas, support evidence-based continuous improvement efforts to be discussed at the next Faculty Data and Recruitment Retreats, thereby marking the transition from one annual cycle to the next.
EPP uses University-licensed technology for the QAS through the Banner data system and Qualtrics surveying platform. These tools support the collecting, archiving, and reporting of data identified as evidence of EPP effectiveness. Hand-keying of data has no part in EPP’s data collection protocol. These tools also support data disaggregation by certification area and candidate demographics (e.g., race/ethnicity and gender). Banner stores EPP candidate data, such as demographic information, course grades, GPAs, and standardized test scores (5.1.20 data collection and storage visual). Qualtrics is used to collect data in course-embedded assessments (i.e., observation, case study, lesson plan, technology, digital self-study, and dispositions) as well as surveys (i.e., candidate exit and completer surveys). Data are collected and stored in an EPP database, which is maintained by the EPP Data Manager and automatically backed up to the University’s cloud system and secured behind a firewall. Data provided by the state Department of Education is also stored in the EPP database. Data reports are posted on the EPP’s website for stakeholders and the general public to access.

5.2. The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Assessments provide data on EPP strengths, patterns, and gaps, and inform stakeholders’ deliberation, decision-making, and implementation of continuous improvement initiatives. Faculty have established a sequence of teacher education coursework across three blocks of candidate progression to enhance curriculum scaffolding and to assure consistent data collection (5.2.1 –elementary and secondary course blocking). Data collection points are intentionally placed within and build on each of the three course blocks (5.1.17 – course embedded assessments, data collection chart). EPP-created rubrics and surveys are aligned to the Danielson Framework for Teaching (FFT), InTASC Standards, and CAEP standards. The Danielson Framework is used for the observation and digital self-study rubrics. The EPP progression chart indicates how candidates move through the certification program and its specific transition points (5.2.2 – candidate progression toward certification: transition points). The first transition point indicates formal acceptance into the EPP’s initial certification program and occurs at the end of Block 1. The second transition point is marked by acceptance into student teaching and occurs at the end of Block 2. The final transition is marked by completion of certification requirements and occurs at the end of Block 3.

In the EPP’s ongoing efforts to foster an evidence-based culture of assessment and continuous improvement, reliable and valid measures are in place, and there is attention to sources of bias. (5.2.3 – overview: reliability and validity of course embedded assessments and surveys and IRR training schedule). A protocol for establishing content validity via expert panel review is used for EPP-created assessments (5.2.4 – content validity via expert panel review), such as the technology assignment, lesson plan assignment, and case study. For content validity protocol, a panel of at least 7 experts – an equal number of internal content experts and external practitioner experts, plus one outside expert – reviews candidate instructions and the associated rubric for a course-embedded assessment. Each panel member submits a completed
rating response form indicating each rubric item’s level of representativeness regarding the measurement of the aligned construct; importance regarding the measurement of the aligned construct; and clarity. For each rating, a score of 4 is strongest and a score of 1 weakest. For each item, panel members also can provide comments, which are considered if revisions are to be made. All panel submissions are used to determine a Content Validity Index (CVI) across items, which is calculated by dividing the number of experts who rated the item as a 3 or 4 by 7 (the total number of panel experts). A CVI of 0.80 or higher indicates adequate content validity. Should a CVI fall below 0.80, revisions are made by the EPP, and the review process is repeated until the benchmark CVI of 0.80 or higher is reached for each item.

For example, a new technology assessment was piloted in Winter 2018. During the pilot, the technology assessment rubric underwent expert panel review, and content validity is now in place (5.2.5 – technology assessment: expert panel review). Initial expert panel results fell short across all items as it relates to representativeness and in the area of importance and clarity for one item (reflection). Instructors of the courses in which the assessment is placed then met to review the panel’s scores and comments. Indicators were reworded to reduce ambiguity and to increase representativeness after standards were reviewed, and course faculty collaboratively revised student assignment guidelines, making them less ambiguous. The revised version was reviewed by the panel for a second time, and adequate content validity was reached with no item scoring below 0.86. The lesson plan and case study assessments will go through expert panel reviews following this described protocol beginning in Fall 2018.

An inter-rater reliability (IRR) protocol is also in place (5.2.6 – inter-rater reliability training protocol document). Each IRR training begins with an overview of reliability and how rubric results provide important feedback to students and instructors. Every rubric dimension is defined, and participants (all instructors who teach the data collection point course) discuss their interpretations of the ratings. Common biases are identified, participants discuss strategies to support objective ratings as well as common rater errors such as leniency rating, confirmation bias, similarity rating, and halo. IRR training with large groups of participants, as was the case for the lesson plan (Fall 2017) and the case study, Block B (Fall 2017), incorporated a fishbowl experience in which participants observed a group of content experts discussing understandings of the rubric and rating a sample. In instances of small group IRR training, as was the case for the Case Study, Block 1 (Fall 2017), participants discussed understandings of the rubric as they are led by a content expert. All participants in IRR training identify strategies for marking ratings, and collectively rate/discuss a common sample. They then provide independent ratings on common examples, which are then documented for reliability via adjacent agreement (5.2.7 – inter-rater reliability training computations case study; 5.2.8 inter-rater reliability computations lesson plan).

To date, IRR training has occurred for the lesson plan assessment, for the Block 1 case study assessment, and for the Block 2 case study and reliability computations are in place for these assessments (5.2.3 – overview validity and reliability and IRR training schedule; 5.2.7 – inter-rater reliability training computations case study; 5.2.8 inter-rater reliability computations lesson plan). IRR training across assessments occurs on a rotational basis for recalibration. In
the EPP’s planned rotation, the new technology assessment will undergo IRR training in Fall 2018, and the observation assessment will undergo IRR in Winter 2019. Once the comprehensive system for monitoring professional dispositions (Professional Performance Student Self-Assessment and Review [PPSSR]) is through piloting, its IRR training will be added to the training rotation.

The EPP Disposition Committee, comprised of faculty and academic advisors from initial certification programs and pathways, has developed a comprehensive system for assessing, monitoring, and supporting candidate development of professional dispositions. This system continues to move through the piloting in stages (5.2.9 – dispositions comprehensive system process flow). In Spring 2017, faculty selected a valid and reliable instrument to assess candidate dispositions, Professional Performance Student Self-Assessment and Review (PPSSR) (5.2.10 – Professional Performance Student Self-Assessment and Review). The PPSSR, which has been reviewed by the Administrative Advisory Board, aligns with EPP’s core belief anchoring the QAS and the program’s transition points (5.1.1 – quality assurance system; 5.2.2 - candidate progression toward certification: transition points). For the first transition point, interested candidates complete a PPSSR self-assessment as part of the application for admission to the certification program (5.2.10 – Professional Performance Student Self-Assessment and Review).

During Cornerstone Welcome, an event which takes place three times per year, candidates participate in a required 90-minute group interview with faculty and advisors. During this interview, candidates have the opportunity to share information about themselves, discuss social and educational issues, collaborate in a group activity, and provide feedback to an interviewing peer (5.2.11 Cornerstone Welcome admissions interview and orientation). After the interview, interviewing faculty and advisors review each candidate’s completed PPSSR self-assessment and, using the faculty disposition review survey, provide a global measure of each candidate’s dispositions. During the orientation portion of Cornerstone Welcome, discussion time is devoted to the importance of professional dispositions and to InTASC Standards.

This first pilot phase of the comprehensive dispositions system for Block 1 was conducted in Fall 2017 and Winter 2018 and has since become a regular part of the EPP QAS. The Block 2 pilot phase for the second transition point occurred in Winter 2018 and Spring/Summer 2018 when select faculty completed dispositions surveys at the end of the semester for all students enrolled in their Block 2 courses (5.2.12 – dispositions survey). Faculty feedback on this survey process was positive, and consequently the faculty dispositions survey has become a regular part of the EPP’s assessment system. Identified concerns are addressed by the USTC Directors and the Director of Clinical Experiences. The Block 3 pilot phase for the third transition point began in Fall 2018 with a focus on student teaching. After the first month of student teaching, university clinical educators will complete the faculty survey, and identified concerns will be addressed by the Director of Clinical Experiences. During the second half of the student teaching semester, candidates will complete the PPSSR again, which will then be reviewed by their assigned university clinical educators. In addition, in Fall 2018, EPP is piloting an Early Alert System (5.2.13 – Early Alert System process flow; 5.3.14 – Early Alert System survey), which will allow faculty and advisors to notify the USTC Directors and Director of Clinical Experiences of concerns early on before they become larger problems. With this comprehensive system in
place, dispositional data will be collected for all candidates at designated points across the program. Through the Early Alert System, concerns are noted by faculty, P-12 clinical educators and advisors. Data will be reviewed by faculty who will identify common candidate dispositional needs and will develop plans for addressing those needs. The Dispositions Committee will continue to monitor the operational aspects of the comprehensive disposition system to assure efficiency and sustainability (5.1.4 – faculty and staff engagement).

All EPP data is verifiable. Every semester, the Director of Accreditation works with the Data Manager to assure that all course-embedded assessment data are submitted in a timely fashion by faculty and P-12 clinical educators via Qualtrics (5.1.18 course-embedded assessment data collection process). These data are from the technology assignment, case study, lesson plan, observation, digital self-study, and the dispositions system. As indicated in the QAS, during the Spring/Summer semester, the Data Manager generates an annual report from these data.

To ensure fairness, accuracy, and consistency across the QAS, specific strategies are employed. Rubrics are shared with candidates at the start of data collection point courses, so that they are informed of assessment criteria and proficiency levels before any assessment occurs. Inter-rater reliability training occurs each semester on a rotational basis for EPP-created assessments (5.2.3 – inter-rater reliability training schedule). Several assessments or criteria within assessments are repeated multiple times across programs. This is the case for the lesson plan and case study assessments where rubric criteria are measured at multiple points across programs. This is also the case for the comprehensive dispositions system in which candidates complete the PPSSR twice and university and P-12 clinical educators submit their dispositional survey of candidates.

EPP continues to improve its assessments and data collection process (5.2.15 – continuous improvement journey). Additions and revisions to, and eliminations from various assessment instruments have occurred and will continue to occur during EPP’s probationary period of accreditation (Fall 2017 to Fall 2019), and a more viable, verifiable, and representative approach to EPP’s continuous improvement process has begun to take root. Courses are now blocked to assure consistent data collection from candidates across programs. Stakeholder groups have been constituted, and processes have been clarified to assure efficiency and sustainability in data collection, reporting, analysis, and purpose. All of this indicates a more intentional approach to assessment and to data access and review.

QAS data are available on the EPP website and are accessible to all stakeholders and the general public:
(http://coe.wayne.edu/accreditation/initial_certification_quality_assurance_dashboard.php)

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
The EPP QAS ensures that data are systematically collected, analyzed, and used to improve program elements and processes (5.1.14 – data retreat agenda). Various stakeholders (e.g., EPP faculty and advisors, university and P12 clinical educators, school district administrators, candidates and completers/alumni) actively participate in program review, revision, and implementation on a regular basis.

As part of the QAS, faculty have various opportunities to examine data for the purpose of improving program elements and processes. For example, during the Mid-Cycle Data Review, data provided by the state Department of Education are analyzed to identify EPP trends or gaps. In Winter 2018, the EPP noted the declining pass rates for some programs in the Michigan Test for Teacher Certification (MTTC) (5.3.1 – MTTC test scores), which have adversely affected EPP’s Educator Preparation Institution (EPI) score report from the State (5.3.2 – EPI score). In response, faculty reviewed results from an informal state-wide survey about institutional requirements for taking the MTTC (5.3.3 – MTTC requirements for student teaching at Michigan EPPS), and learned that EPP was unusual – in comparison to other EPPs across the state – with its requirement for candidates to take the MTTC before student teaching. In other words, many candidates were taking the certification test prior to student teaching and some even prior to taking a methods course. As a result, the policy of taking the certification test prior to student teaching has been eliminated across all programs and pathways. The only exception is Music Education, in which program candidates have a 100% cumulative pass rate.

To support candidates in their successful completion of required certification tests, EPP is advising all candidates to take the test during or after student teaching. This change enables candidates to reference the coursework knowledge and clinical experiences when taking their certification tests. For additional support, EPP has acquired a subscription to test preparation resources (Study.com) for MTTC Subject Area Exams that is shared with candidates. MTTC test scores are reported to EPP regularly and will be monitored closely for upward trending in pass rates.

As part of the QAS, EPP held a Faculty Data Retreat with all faculty in Fall 2018 to review data collected from course-embedded assessments (5.3.4 – data retreat agenda and reports). Faculty representing all certification areas reviewed data from the lesson plan and case study assessments, which had been disaggregated at the program level. Each program area submitted a report documenting their review of the disaggregated data. Although several program reports indicated potential trends to be monitored at future data reviews, each program area determined that since the number of candidates in its data report was lower than 10, no valid conclusions could be drawn. However, faculty reviewed the data disaggregated more broadly at the elementary and secondary levels, in which the number of candidates was larger. After analyzing the data collaboratively, initial certification faculty determined a common theme for continuous improvement across the 2018-19 academic year: improved scaffolding of candidates’ understanding of inclusive instruction in P-12 education. Faculty first identified this topic as a potential gap to be monitored in Winter 2018 (5.1.19 – Teacher Education Forum minutes), and it became a priority when it persisted during the Faculty Data Retreat. Faculty in the elementary and secondary panels reported improvement action plans specific to candidate
design of inclusive instruction and will provide divisional updates across the academic year. Improvement initiatives will be implemented starting in Winter 2019.

When EPP developed a new dispositions monitoring system, a gap was identified. Currently, disposition data are collected on each candidate in Blocks 2 and 3, but no data are collected in Block 1 when candidates take introductory education courses. Additionally, immediate opportunities to document and share concerns regarding a candidate’s professional disposition were not incorporated into the system. There were also no opportunities for non-faculty, such as academic advisors who work regularly with candidates, to document concerns regarding a candidate’s professional disposition. As a result, EPP developed an Early Alert System (5.2.13 – Early Alert System process flow; 5.2.14 – Early Alert System survey), which allows faculty, university clinical educators, and advisors to alert leadership of concerns early on before they become larger problems. The Early Alert System will be piloted during the 2018-19 academic year as described in section 5.2.

In August 2018, EPP held its first Recruitment Retreat (5.1.12 – recruitment meeting agenda; 5.1.13 – Recruitment Plan). The resulting recruitment plan prioritizes a 5% increase in the number of underrepresented candidates by the end of academic year 2022; underrepresented candidate enrollment currently stands at 31.2%, which is significantly lower than the minority population of Detroit, the home community EPP serves. The plan also recognizes the need to sustain recruitment strategies for candidates interested in pursuing certification in high-need content areas, such as special education, English as a second language, bilingual/bicultural education, world languages, and STEM. 48.8% of the 2017-2018 incoming class of candidates intend to pursue teaching careers in high-need content areas. Recruitment in high schools and community colleges with high levels of student diversity is a priority. EPP is also working with school district partners with large numbers of underrepresented students to explore Future Teacher Academy dual enrollment programs (5.3.5 – partnership proposals). It will continue its active involvement in STEM Day, which brings thousands of middle school students to the University. Moreover, the Administrative Advisory Board has stressed the need for alternative routes for teaching certification due to critical shortages, and EPP is intentionally exploring options for this pathway. In addition, the recruitment plan stresses the need for accurate and user-friendly information and program marketing. As such, EPP is working to streamline and update its website, especially its individual degree program pages. EPP is also incorporating better advising tactics by utilizing greater print, phone, and email outreach and follow-up.

EPP works to recruit and support candidates who aspire to teach in high-need content areas, while increasing the diversity of the teaching force. For example, TeachDETROIT is one of EPP’s innovative projects whereby candidates earn elementary teaching certificates in 15 months through a residency program in Detroit elementary schools, with options for a specialization in special/inclusive education, urban education, or mathematics education (5.3.6 – Teach DETROIT). Dream Keepers, another innovative urban teacher residency program in the EPP, offers long-term substitute teachers an alternative pathway to certification (5.3.7 – Dream Keepers). A specific initiative to diversify the teaching workforce is EPP’s Education Scholar’s Alliance (ESA), which aims to recruit and retain male teachers of color and has an impressive
82.3% graduation rate (5.3.8 – Education Scholars Alliance). The annual STEM Day at the university, which is focused on science, technology, engineering and math (STEM) education, aims to generate interest in STEM teaching careers for thousands of middle school students from school districts in the metropolitan Detroit area (5.3.9 – STEM Day at WSU 2018).

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Measures of completer impact are available on the EPP website. These include Impact and Outcome Measures, updated annually as required in the CAEP annual report (http://coe.wayne.edu/accreditation/initial_certification_quality_assurance_dashboard.php). While the reported loan default rate of 7.7% is at the University level, all other reported measures are at the EPP level.

During the 2017-18 academic year, EPP created a 1-5 year-out completer survey (5.1.10 – one to five year out survey; 5.1.11 -2018 one to five year out survey results). Survey responses indicate that 85% or more of EPP completers felt they had been prepared to use instructional strategies to help students understand key concepts in their content area(s), use content-area knowledge to design high quality learning experiences, and create learning environments to support individual and collaborative learning. More than 85% of EPP completers also believe they had been positively affected by their clinical experiences. In addition, the survey included requests for completers to provide their annual evaluations and P-12 student growth data. The request for additional data was, unfortunately, not successful because very few completers provided the requested information. When the requested information was provided, variability was quite extensive, as information was formatted and presented in various ways and provided ratings used different rating systems. Therefore, data compilation and reporting were an impossibility. The survey will continue to be sent out to completers as delineated in the QAS timeline, but the request to attach annual evaluations and P12 student growth data is no longer part of it. Revised efforts in the 2018-2019 QAS cycle to collect measures of completer impact are taking a case study approach.

To supplement the completer survey and to delve deeper into completer impact on P12 student learning, EPP is now developing a case study approach to measure completer impact with two public school districts and one charter school network located in the urban, urban ring, and suburban areas of metropolitan Detroit. These three school districts and charter school network are Detroit Public Schools Community District (urban public), University Prep Schools (urban charter), and Dearborn Public Schools (urban ring public) (5.3.5 – partnership proposals). Central to this approach is collaboration with several EPP education partners and available data on EPP completers and their pupils in those school districts and the charter network. EPP Assistant Dean of Teacher Education and Director of Accreditation, who are leading the development of this new plan, have met with administrators in those school districts and network, who have agreed to share aggregated data on EPP completers and their P-12 students for up to the past five years. The data will not include the completers’ or
students’ names for privacy and confidentiality. The two public school districts and one charter school network will provide data on elementary, secondary, and special education teachers as well as student data from standardized state exams (Michigan Student Test of Educational Progress) as well as test score data on English learners (WIDA: World-class Instructional Design and Assessment).

EPP continues to participate in a principal survey that is being piloted with other EPPs across the state (5.4.1 – MACTE Principal Survey development). The survey measures employer satisfaction with EPP completers as it relates to learners and learning, content knowledge, instructional practice, and professional responsibilities. Although the return rate for the principal survey during the 2017-18 year was very low, EPP will contact principals directly in order to collect data in the 2018-19 academic year.

EPP receives survey data on completers who are first-year teachers from the state Department of Education. The most recent survey on these first-year teachers was reviewed by EPP faculty in Winter 2018, and three areas were identified as potential improvement opportunities: special populations, assessment, and technology. In regards to special populations, more than 50% of respondents somewhat or strongly disagreed that EPP had prepared them to apply modifications and accommodations based on legal requirements for supporting English language learners or based on Individualized Education Plans (IEPs). In regards to assessment, a majority of the first-year teacher respondents also indicated that EPP had not adequately prepared them to analyze assessment data so as to understand patterns and gaps in student learning. In regards to technology, a majority disagreed that EPP had prepared them to create an online learning environment for students which includes digital content, personal interaction, and assessment. The Fall 2018 Faculty Data Retreat incorporated intentional focus on these areas. Data analysis at the Faculty Data Retreat indicated a persistent gap, which informed the EPP continuous improvement theme for the 2018-19 academic year: improved scaffolding of candidates’ understanding of inclusive instruction in P-12 education.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

A myriad of stakeholders beyond faculty are involved in EPP’s evaluation and improvement efforts. Executive-level administrators of school districts and charter network partners serve on EPP’s Administrative Advisory Board, which meets four times a year. During the 2017-2018 academic year, the Board members provided information and feedback specific to technology, dispositions, recruitment, and communication (5.1.6 - Administrative Board members; 5.1.7 – Administrative Board minutes). Board members actively contribute to improvement initiatives, for example, by participating in the expert panel review of EPP’s new technology assignment. They continue to work with EPP to develop quality models for candidate recruitment, clinical experiences, and completer excellence (5.3.5 – partnership proposals).
Candidates are involved in program evaluation and improvement, as well. The Accreditation Core Team has a candidate representative. The candidate exit surveys, both EPP-created and state Department of Education surveys, provide information on candidate observations and experiences with EPP (5.5.1 -MDE exit survey results 2016/2017). The Student Advisory Panel meets annually as part of the QAS to discuss their experiences and offer feedback for improvement. In Spring 2018, the Student Advisory Panel spoke of missing connections with faculty and of their interest to meet with them outside of the classroom to talk broadly about the profession. As a result, the Cornerstone Welcome event includes a reception for faculty to meet and talk with incoming candidates about the profession (5.5.2 – Cornerstone Welcome Handbook with agenda). Future Educators, a student organization for initial certification candidates, publishes a student newsletter sharing information about EPP improvement initiatives and encouraging candidate involvement in program evaluation, improvement, and identification of models of excellence (5.1.9 – newsletters).

Other stakeholders are involved in program evaluation and improvement. EPP completers who have graduated within the past five years receive an EPP-created survey, and recent completers who are in their first-year of teaching are surveyed by the state Department of Education. School principals supervising EPP completers/alumni, who have earned initial certification within the past five years, receive a pilot survey from EPP as part of a collaborative project with other EPPs in the state of Michigan. University clinical educators who coach clinical experiences and the P-12 clinical educators who mentor candidates complete exit surveys from the state Department of Education on candidates in student teaching. A new appreciation reception for P12 clinical educators, with a focus group component, provides an opportunity for expanded involvement in program evaluation and improvement. Staff advisors in EPP’s Academic Services Division are actively engaged in recruitment and retention efforts, serve on the elementary and secondary panels, and are involved in EPP’s comprehensive system for monitoring candidate dispositions.