

2022 Annual Accreditation Report

CAEP ID:	12117	AACTE SID:	3525
Institution:	Northern State University		
Unit:	Millicent Atkins School of Education, Teacher Education Program		

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

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

64

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

13

Total number of program completers 77

¹ For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

☐ Change ☒ No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

☐ Change ☒ No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

☐ Change ☒ No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

HLC

Status:

accredited

Does this represent a change in status from the prior year?

☐ Change ☒ No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

☐ Change ☒ No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.northern.edu/academics/school-education>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

CAEP Accountability Measures (Initial) [LINK] <https://www.northern.edu/academics/school-education>

CAEP Accountability Measures (Advanced) [LINK] <https://www.northern.edu/academics/school-education>

Section 5. 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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

The EPP provided limited evidence of analysis of data relative to the learner and learning, content, instructional practice, and professional responsibility. (component 1.1)

We are reviewing the way data is analyzed and focusing more on individual data points and what they mean for the program overall. We are also using a new annual report structure that places more emphasis on analysis and improvement.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

The EPP provided limited evidence of analysis of data relative to candidate use of research and evidence to develop an understanding of the teaching profession. (component 1.2)

We are reviewing the way data is analyzed and focusing more on individual data points and what they mean for the program overall. We are also using a new annual report structure that places more emphasis on analysis and improvement.

CAEP: Stipulation (ITP)

4 Program Impact

The EPP did not provide evidence of completer effectiveness. (component 4.2)

The SLO Project (collecting SLO data from completers to confirm effectiveness) Pilot was moved from FA21 to SP22 to align with state SLO data collection. A focus group with completers was arranged through the state teacher mentoring academy in early June but we were just notified that the event format has been changed and EPPs will not be allowed to meet with completers after all. A collaboration among all state EPPs, spearheaded by us, is underway to collect both completer survey data and SLO data from teachers in the field. A focus group for employers is planned to be held before the start of the FA22 school year.

CAEP: Areas for Improvement (ADV)

1 Content and Pedagogical Knowledge

The EPP provided limited evidence ensuring advanced candidates demonstrate the proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all p-12 are enhanced. (component A.1.1)

The program is being redesigned to align with NELP standards; The majority of students who began the program under ELCC standards are completing this spring so faculty are in the midst of retiring ELCC assessments and transitioning to NELP standards-aligned assessments. Great care is being taken in implementing the changes to the program to ensure that valid and reliable data is collected, organized, and analyzed annually.

CAEP: Areas for Improvement (ADV)

1 Content and Pedagogical Knowledge

The EPP provided insufficient evidence of candidate content and discipline knowledge as appropriate for the professional specialty. (component A.1.2)

The program is being redesigned to align with NELP standards; The majority of students who began the program under ELCC standards are completing this spring so faculty are in the midst of retiring ELCC assessments and transitioning to NELP standards-aligned assessments. Great care is being taken in implementing the changes to the program to ensure that valid and reliable data is collected, organized, and analyzed annually.

CAEP: Areas for Improvement (ADV)

2 Clinical Partnerships and Practice

The EPP provided insufficient evidence of partners co-constructing mutually beneficial arrangements. (component A.2.1)

Part of our plan to gather better completer and employer feedback will include solicitation of feedback on how we can work more collaboratively to ensure the best possible partnerships.

CAEP: Areas for Improvement (ADV)

2 Clinical Partnerships and Practice

The EPP provided insufficient evidence that the EPP works with partners to design varied and developmental clinical settings that allow for candidates to practice applications of content knowledge and skills that are characteristic of their professional specialization. (component A.2.2)

Part of our plan to gather better completer and employer feedback will include solicitation of feedback on how we can work more collaboratively to ensure the best possible partnerships.

The EPP provided limited evidence that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. (component A.4.1)

Employer surveys, which have had dwindling response rates for years, are being replaced by focus groups. The change in format will allow us to gather greater contextual information as well as more detail on completer achievement in the field.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

We are making numerous changes based on what we are seeing in the data we collect. The dispositions process is ever-evolving and a rubric is being piloted this term to help ensure that faculty and students understand the expectations being assessed. We are currently piloting a new assessment for student teaching, modeled after the state assessment process for teachers in the field. A lot has been learned through the pilot and full implementation is planned for next fall. That, in combination with the P-12 Impact and Teacher Effectiveness Project, will allow help us to see how our candidates measure as compared to completers from our EPP and others in the state. A similar assessment is under development for use in the advanced program to enable even more data point comparisons.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

☒ Yes ☐ No

6.1.3 Optional Comments

- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**
- A.1.2 Provider Responsibilities**
- A.4.1 Satisfaction of Employers**
- A.4.1 Satisfaction of Employers**
- A.4.2 Satisfaction of Completers**
- A.5.1 Quality and Strategic Evaluation**
- R4.1 Completer Effectiveness**
- R4.2 Satisfaction of Employers**
- R4.3 Satisfaction of Completers**

Upload data results or documentation of data-driven changes.

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1.1 What semester is your next accreditation visit?

Spring 2023

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

no

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

☒ **I am authorized to complete this report.**

Report Preparer's Information

Name: April Hinze

Position: Assessment Coordinator

Phone: 6056263969

E-mail: April.hinze@northern.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.

☒ **Acknowledge**