

2017 EPP Annual Report

CAEP ID:	14843	AACTE SID:	
Institution:	Caldwell University		
EPP:	Teacher Education Program		

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 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 62

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.) 60

Total number of program completers 122

**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
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.

NJ Performance Data for Caldwell University:

<https://caldwell-wpengine.netdna-ssl.com/wp-content/uploads/2014/04/NJ-Performance-Report-for-Caldwell-2016-1.pdf>

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.

Weakness 1.5 Evidence of valid interpretations of the assessments

Cooperating teachers are inconsistently trained in the use of the student teaching assessment.

In the academic year 2015 - 2016 all college supervisors received professional development in relation to classroom observations, the academic terms related to the the upcoming edTPA and NJ Clinical Internship requirements. All cooperating teachers and clinical interns also met to hear the same requirements and review the Clinical Internship procedure. This procedure provided consistency among the three parties related to the clinical internship. Cooperating teachers not in attendance, received turn key training to review all observation and evaluation requirements. A Clinical Internship Handbook is online for all supervisors, cooperating teachers and clinical interns to ensure all have access to the same information.

Weakness 1.5 Evidence of valid interpretations of the assessments

The validity of assessments used for evidence of claims is not consistent.

The Clinical Inventory for Lesson Plans and Observations has been validated as a reliable as an instrument that is used by six different teacher preparation programs in NJ. Professional Development for Supervisors also included this instrument to insure inter rater reliability of the instrument. An in-depth analysis of the rubric is explained to students to be sure they understand each item as it is presented in the closing e Portfolio and Program Survey.

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 for your selection
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages

NJ requires that all students have a minimum of 3.0 to be certified. Our last cohort had a median GPA of 3.42

Scores on standardized tests

Candidate scores on standardized license or board examinations

Candidates need to Pass the Praxis II for certification and future candidates must pass all sections of the Academic Core Praxis I

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

Students may waive Praxis Academic Core dependent on SAT and ACT score results.

Standardized scores and gains of the completers' own students

Not applicable

Ratings

Ratings of portfolios of academic and clinical accomplishments

Students complete e Portfolio documenting the CLinical Internship

	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	experienced and scored by standard rubric.
Third-party rating of program's students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	We have used employer surveys, but not every year.
Ratings of in-service, clinical, and PDS teaching	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students receive grade from cooperating teacher, supervisor and seminar professor.
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An assessment is triangulated by the student, cooperating teacher and the university supervisor
Rates					
Rates of completion of courses and program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	100% completion rate
Completers' career retention rates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	NJ sends retention and persistence rate for recent graduates.
Completers' job placement rates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	NJ send placement of students in the varied District Factor Group for recent graduates.
Rates of completers' professional advanced study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Will include in future surveys.
Rates of completers' leadership roles	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Our last leadership survey included a review of alumni and their leadership roles.
Rates of graduates' professional service activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	NA
Case studies and alumni competence					
Evaluations of completers by their own pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	NA
Completer self-assessment of their accomplishments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Information related to this in the Alumni Survey
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	NA
Employers' evaluations of the program's completers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An employer survey is sent out but not every year.
Completers' authoring of textbooks, curriculum materials, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Information related to this should be added to the Alumni Survey
Case studies of completers' own students' learning and accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	NA

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.

 assessment Student Teaching final

 NJ Doe PErformance Report

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 derived from accreditation documents.