

# 2020 EPP Annual Report

<b>CAEP ID:</b>	11193	<b>AACTE SID:</b>	1450
<b>Institution:</b>	High Point University		
<b>Unit:</b>	Stout School 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 Accreditation<sup>1</sup> 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 licensure<sup>1</sup>

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.)<sup>2</sup>

**Total number of program completers** 91

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> 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

The EPP was awarded a Teacher Quality Partnership (TQP) federal grant in September 2018 and is currently also delivering the PREPARE (Piedmont Triad Residency Educator Program And Recruitment Efforts) for the MAT in Elementary Education

in partnership with Guilford County Schools and A&T State University). The grant will fund four cohorts of teacher residents with 24 participants currently in cohort I. The MAT program is accelerated and can be completed in 12-18 months based on competency model of course delivery. A full-year residency is also required.

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

## Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4   A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <http://www.highpoint.edu/education/program-completion/>

Description of data accessible via link: Effectiveness of Graduates, Pass Rates, Graduation Rates, Exit GPA, Employment, Awards, Employer Feedback, Completer Feedback

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

2

Link: <http://www.highpoint.edu/education/graduation-rate-program-completers/>

Description of data accessible via link: Program completion data: Initial

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Link: <http://www.highpoint.edu/education/graduation-rates-of-program-completers-advanced-levels/>

Description of data accessible via link: Program Completion: Advanced

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

Link: <http://www.highpoint.edu/education/praxis-ii-specialty-exam-pass-rates/>

Description of data accessible via link: Pass Rates for required exams

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 type="checkbox"/>	<input type="checkbox"/>	<input 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?*

In reviewing the pass rates of our program completers we continue to work on improving the pass rates for Pearson Reading and CKT for elementary education and special education (general curriculum) test takers. Thus far, edTPA portfolio scores are quite good in all areas with the exception of Secondary subjects and we have added two courses (fall and spring of the final year) to assist students in meeting the deadlines for uploading various components of the portfolio. The EPP is in the process of developing a 1 credit course for any candidate who must resubmit a part of the edTPA portfolio to allow him/her opportunities to go back into the clinical internship classroom and to receive additional supervision from a designated faculty member. To date, feedback from employers is consistently excellent and this seems to reflect evaluations completed by principals within North Carolina and outside the state. The EPP notes employment data for program completers that is near 100%. The EPP also currently has a statewide grant that is used to prepare beginning principals and notes several awards and distinctions for graduates from the advanced M.Ed. program in Educational Leadership as well as a hiring percentage of Assistant Principals and Principals of 97%. The EPP's accountability data has resulted in additional grant funding for a cohort 4 and 5 that will extend the Leadership Academy until summer 2021. It is of interest to note that this M.Ed. program is delivered based on a competency model and has received excellent feedback from both program completers and superintendents. Finally, to date the EPP currently has three program completers from its Ed.D. program in Educational Leadership who are currently serving as North Carolina School Superintendents. One graduate from the EPP program has been hired as a full-time faculty member in the Special Education Department of the EPP. As with many EPPs we continue to work on recruiting and retention efforts. Enrollment data at the initial level has declined over the last three years and the School of Education has implemented many initiatives to attempt to increase student interest in education including EDU-Fellows, a liberal arts education major and minor in Education Studies and the securing of a US Department of Education grant to begin a teacher residency program in Guilford County. All three of these strategies have resulted in notable improvements in enrollments at both the initial and advanced levels.

## 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.

### CAEP: Areas for Improvement (ITP)

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

### Ongoing, sustained P-12 faculty professional development is limited.

The EPP continues to engage in several initiatives designed to provide ongoing professional development to faculty in area school districts. In 2018-2019 the EPP provided professional development leading to add-on licensure in Academically Gifted (AG) to local education districts. In Davidson County Schools the EPP provided four courses in both face-to-face and online

modes of delivery along with an additional week of STEM Summer Camp in July 2019. Twenty-two teachers enrolled in the AG program completed their professional development opportunity through the STEM Summer Camp in which EPP faculty supervised the development of STEM lessons and observed teachers implementing these with students in grades 3-12. As part of the EPPs ongoing LEGO Education partnership, the School of Education also hosts Teacher Academies throughout the year which is a structured Saturday Professional Development opportunity. In 2018-2019 the EPP hosted events on 9/21/18, 10/13/18, 11/11/18, and 12/13/18, 1/22/19, 3/16/19, 4/14/19 for a total of 108 teachers. As noted in our 2016 CAEP Self Study, the EPP continues to implement a New Teacher Support Group which provides ongoing support and assistance to our program completers who are currently in their first and second year of teaching. The EPP hosts late afternoon professional development seminars that address topics that our program completers note are challenging to them in the classroom. In 2018-2019 the sessions were delivered by principals in surrounding schools. For the first time, the EPP has extended an invitation to our PREPARE Teacher Residents since they are currently in a one-year full time residency placement. Information, opportunities for discussion and classroom materials are provided to attendees.

## Section 6. Continuous Improvement

CAEP Standard 5

*The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

CAEP Standard 5, Component 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.*

**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 three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.**

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The EPP focused primarily on three major improvements designed to strengthen the quality of the initial middle grades (6-8) program (Standard 1), the successful progression of candidates to completion (Standard 4) and the ability for the EPP to increase its efforts at meeting the needs of high needs districts and preparing diverse candidates (Standard 3). During 2018-2019 the EPP middle grades program was revised eliminating the requirement for two concentrations (Science, Mathematics, Social Studies, Language Arts) to one based on program completer and stakeholder feedback as well as tracking enrollment data since 2016. By eliminating one of the required concentrations, this allows candidates majoring in Middle Grades to intensify their content knowledge and depth of understanding in one area. Additionally, candidates now also have more flexibility to take additional courses in elementary or dual licensure in special education. Second, the EPP was the recipient of a TQP (Teacher Quality Partnership) federal grant in September 2018. In partnership with N.C. A&T State University and Guilford County Schools the EPP is delivering a teacher residency program that is designed to attract diverse candidates to teach in a high-need Title-I school district (Guilford County Schools). The PREPARE Residency program is significant in that it allows for a significant partnership in which all stakeholders work together to design the clinical residency and provide opportunities for current Teacher Assistants to advance their careers while committing to teach in the school district for a minimum of three years following program completion. The EPP is delivering the MAT licensure program in Elementary Education with a STEM focus, A&T State University is delivering the MAT in

Secondary Mathematics to 20 Title-I schools in Guilford County. The grant will cover the PREPARE Teacher Residency program for five years (four cohorts each of 25 teacher residents) for a total of 100 candidates. To date, the EPP has successfully recruited 25 candidates (one withdrew) with an overall 96% persistence rate. PREPARE Teacher Residents currently are comprised of 37% Caucasian, 53% African American, 10% Hispanic. The ability for the EPP to recruit diverse candidates into its programs has allowed for improvement in one of its areas of weakness that has been consistently noted in prior CAEP and NCATE visits. An additional benefit to the PREPARE Teacher Residency program is that the EPPs traditional students are interacting and collaborating with a more diverse student population and therefore there have been noted benefits to all programs. The PREPARE Residency program also provides grant funding for professional development and seminars in both STEM and Culturally Relevant Pedagogy which both PREPARE and traditional students have been able to participate in. Finally, based on EPP pass rates in required teacher examinations the EPP developed multiple new testing requirement policies that impacted a candidate's progression through the program during the 2018-2019 academic year. Specifically, the EPP has purchased the Longsdale Publishing online test preparation for Praxis Core and has embedded the modules in a required freshman-level Introduction to Teaching course. The course is now offered in the spring of freshman year with the requirement that candidates must register and take Praxis Core during the summer in between freshman and sophomore year. Additionally, candidates majoring in elementary or special education (General Curriculum) are now required to show documentation that they have taken the Pearson Reading and Math (or Praxis CKT) prior to being permitted to enroll in the first semester of the final clinical internship. The EPP has also purchased CKT test preparation software and thus far there has been a noted increase in the pass rates % for those candidates taking the CKT and using the software provided as compared to the Pearson Math. The EPP is committed to increasing the number of program completers who are also eligible to receive their initial teaching licenses.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.1 Understanding of InTASC Standards
- 1.3 Application of content and pedagogical knowledge
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.4 Creates and monitors candidate progress
- 4.3 Employer satisfaction
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.3.3 Selectivity during Preparation
- A.4.1 Satisfaction of Employers
- x.1 Diversity
- x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

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

☒ Yes ☐ No

6.3 Optional Comments

Yes the partners involved in the TQP PREPARE Teacher Residency Program were invited to present at the AACTE Conference in Atlanta Ga. February 28-March 1, 2020.

## 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

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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**