

# 2022 Annual Accreditation Report

CAEP ID:	10033	AACTE SID:	1030
Institution:	Montana State University-Billings		
Unit:	College of Education		

## 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 licensure<sup>1</sup>

88

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>

45

**Total number of program completers** 133

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<sup>1</sup> 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:

Northwest Commission on Colleges and Universities (NWCCU)

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.msubillings.edu/coe/accreditation.htm>

### 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.msubillings.edu/coe/accreditation.htm>

CAEP Accountability Measures (Advanced) [LINK] <https://www.msubillings.edu/coe/accreditation.htm>

## **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.

## 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.

The MSU Billings Education Preparation Program (EPP) sustained efforts launched previously in several continuous improvement areas. It is important to note that the College of Education has been under Interim Dean leadership for the past academic year, but the efforts of the faculty related to best practices and data-informed improvement remained strong.

Some of the major continuous improvement efforts addressed during this reporting cycle include:

1. The addition of two courses, Strategies for Managing Diverse Learners (EDU 343) and Assessment in Education (EDU 383), to Secondary Education Majors.
2. Interrater Reliability Training with EPP faculty and University Supervisors on new key assessments and then full implementation across field experiences of our new key assessments which include:
  - a. Teacher Work Sample (TWS) (included in attachments section)
    - i. Unit Plan Template
    - ii. Lesson Plan Template
    - iii. Teacher Work Sample Rubric
    - iv. Teacher Work Sample Guide
    - v. Updating Student Teaching Guidebook
  - b. Observation Tool (some examples included in attachment section)
  - c. Dispositions (included in attachments section)

In response to the identified need drawn from our completion data, the College of Education was able to coordinate with programs across campus in order to change the professional core for secondary programs. As classroom management and assessment were identified as two areas of need, we responded with curricular changes. The professional core for secondary education now includes the 2 credit Strategies for Managing Diverse Learners (EDU 343) course. Programs agreed to place this course in the plan of study in the same semester as the secondary junior field so that they will be taken in tandem. Students will have classroom management opportunities in junior field and be able to discuss, debrief, learn, and apply content from coursework, including EDU 343.

We were also able to officially change the professional core for secondary education to EDU 381, the 3-credit curriculum course, in place of EDU 380, which was a 2-credit course. EDU 381 has some assessment and differentiation integrated into the course as part of the curriculum planning process and teaching cycle.

In addition, the math and science teaching majors also added the assessment course (EDU 383) to their majors. The English department agreed that this was an important component but was unable to make room for 3 additional credits. Instead, they agreed to change the English methods course from a 2 credit to a 3-credit course so that assessment could be embedded with pedagogy. The English department is strongly encouraging English majors to select the reading minor as their teaching minor. The Reading minor has several courses that emphasize assessment as part of the intervention process, including EDU 438: Literacy Assessment, Diagnosis, and Instruction. We are excited that the above curricular changes will provide additional opportunities for the students to expand their pedagogical skillset. We will monitor the impact of these curricular changes on student learning going forward.

We formed the Assessment Taskforce in spring 2020 to investigate the implementation of new assessment instruments (moving from the Evidence of Professional Growth instrument to a Teacher Work Sample.) This work was initiated in the spring 2020 semester. The development of the new tools consisted of several rounds of faculty feedback. In fall 2020, the new instruments were presented to the College of Education faculty as well as P-12 partners for feedback, and the College voted to adopt the new tools. We also investigated the validity of the EPP-created assessments through the Lawshe content validity protocol. The tools were piloted with a convenience sample of graduate practicum students in Spring 2021 and then piloted with a stratified sample of undergraduate students in Elementary Junior Field (EDU 353), Reading Junior Field (EDU 355), and Secondary Junior Field (EDU 354) Fall 2021. Full implementation of the new tools across field experiences occurred in Spring 2022.

Multiple trainings occurred through Fall 2021 for University Supervisors and all EPP faculty to establish interrater reliability with the new tools. During the final student teaching seminar for Spring 2022, feedback was collected from students concerning their TWS experience and a majority of students reported a positive experience.

In Spring 2020, the faculty voted to adopt a new dispositions assessment tool; this tool was first introduced to the Montana Council of Deans of Education group by another EPP in Montana. In Summer 2020, the College of Education collaborated with this EPP in Montana and created a training module for the dispositions tool. During the AY 2021-2022 the College of Education formed a Dispositions

Committee. This committee completed two specific tasks:

- a. Review legal input on drafted policies and procedures, specifically in reference to the university's policies on suspension and appeals
- b. Create an online training for students to take for entrance into our EPP programs and the Reading, Special Education, and School Counseling programs

As a college, we continued our practice of having data retreats to review survey data and lead discussions for future improvement. In Fall 2021, we discussed the MSU Billings Completer Case Study Responses and in Spring 2022, we discussed a recent Montana Education Preparation Provider (MEPP) Completer Survey, approved by the state-wide Montana Council of Deans, and launched in March 2022. These discussions will serve to set a stage for future initiatives related to continuous improvement.

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

Additional supporting documents are available at the following link:  
<https://www.msubillings.edu/coe/fieldexper/StudentTeaching.htm>

**A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**  
**A.2.2 Clinical Experiences**  
**R1.1 The Learner and Learning**  
**R1.2 Content**  
**R1.3 Instructional Practice**  
**R1.4 Professional Responsibility**  
**R2.1 Partnerships for Clinical Preparation**  
**R2.2 Clinical Educators**  
**R2.3 Clinical Experiences**  
**R3.1 Recruitment**  
**R3.2 Monitoring and Supporting Candidate Progression**  
**R4.1 Completer Effectiveness**  
**R5.1 Quality Assurance System**  
**R5.2 Data Quality**  
**R5.3 Stakeholder Involvement**  
**R5.4 Continuous Improvement**

Upload data results or documentation of data-driven changes.

 twsguide.pdf  
 twsrubric.pdf  
 observationform.pdf  
 dispositionstool.pdf  
 Disposition\_Training1\_Complete.docx  
 Disposition\_Training2\_Complete.docx  
 Disposition\_Training3\_Complete.docx  
 Disposition\_Training4\_Completed.docx  
 Disposition\_Training5\_Completed.docx  
 lessonplantemplate.pdf  
 studentteachingguidebookspring2022.pdf  
 unitplantemplate.pdf



## 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 2024

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

**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: Cheryl L Johannes

Position: Interim Associate Dean of Operations, College of Education

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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.

☒ **Acknowledge**