

# 2022 Annual Accreditation Report

CAEP ID:	11854	AACTE SID:	4145
Institution:	Sam Houston State University		
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>

494

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>

126

**Total number of program completers** 620

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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:

Southern Association of Colleges and Schools

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://sites.google.com/view/centerforassessment/accreditation/national-accreditation?authuser=0>

### 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] <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/accreditation/caep/2022-annual-report>

CAEP Accountability Measures (Advanced) [LINK] <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/accreditation/caep/2022-annual-report>

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.

**NCATE:** Areas for Improvement related to Standard 2 cited as a result of the last CAEP review:

- 1

Candidate level 1 and level 2 field experience assessment data are not regularly and systematically collected, compiled, aggregated, summarized, and analyzed across initial programs at the unit level related to candidate performance, program quality, and unit operations.
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The EPP has been working toward and has accomplished an improved system for regularly and systematically collecting, compiling, aggregating, summarizing, and analyzing Candidate level 1 and level 2 field experience assessment data related to candidate performance, program quality, and unit operations across initial programs at the unit level.

Following the previous NCATE visit when this area for improvement (AFI) was identified, the EPP began setting up Field Experience binders in the Tk20 data collection system to collect data specific to early field experiences. This system was already in place for clinical teaching placements, and so was simply expanding to include the early field experiences across programs. The EPP explored multiple options to meet the AFI and developed a robust plan to phase in the implementation of electronic field experience binders while continuing to collect field experience data across all programs. Faculty in the EPP and the data collection team created a phase-in plan that included assessment of candidates' mastery of the Texas Teacher Evaluation and Support System (T-TESS) standards at the appropriate level for early field experiences. These plans were developed in pre-COVID conditions. When the global COVID-19 pandemic occurred, the early field experiences were the first P-12 school activities terminated. School district partners were not able to host early experience teacher candidates on their campuses, and so faculty created simulated field experiences based on video classroom observations. Observations of early field interactions were not recorded during this time period.

As the impact of the pandemic was somewhat reduced on P-12 campuses, the EPP once again began placing teacher candidates in early field experiences for Field 1 and Field 2. This occurred in the Fall 2021 semester. Currently, the EPP was able to utilize field experience binders to collect assessment data across all field experiences and across all programs. These data are collected, compiled, aggregated by program, gender, and race/ethnicity, and provided to program faculty in initial programs. Additionally, these data are provided for analysis at the annual EPP-wide data events.

Data from these early T-TESS observations collected in field experiences binders from the Fall 2021 semester for the EC-6, Middle Level, and Secondary Programs can be found in Evidence AFI 1: Early T-TESS data. In the Spring 2021, limited data were collected due to the continued impact of COVID-19 on the availability of early field experiences. In the Fall 2020 semester, these data were not collected in early field experiences due to the lack of classroom experiences resulting from the COVID-19 pandemic. Data are currently being collected through this system for the Spring 2022 semester and will be available at the Fall 2022 site visit.

Another effort at an improved system for regularly and systematically collecting, compiling, aggregating, summarizing, and analyzing candidate level 1 and level 2 field experience assessment data related to candidate performance, program quality, and unit operations across initial programs at the unit level is the use of the Time Log feature in Tk20. Through this system, the EPP is able to track contact hours and activities of teacher candidates in all field experiences. Staff in the Educator Preparation Services unit manage these data and provide them regularly to clinical educators overseeing these field experiences. Clinical educators sign off on the time logs when teacher candidates have completed their required time and activities. A sample of the report produced by Time Log data collection were submitted in the CAEP SSR submitted February 2022, and in that report can be found in Evidence AFI 2: Sample Time Log Data for Early Field Experiences.

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 recently scaled our PK-3, EC-6, and Middle Level teacher preparation programs to a yearlong residency model to replace the traditional, one-semester clinical teaching model. The expansion was informed by data gathered from an initial small pilot of EC-6 candidates, which was slowly increased over time, until the Fall 2021 semester, in which we moved to full scale for these three programs. We are currently in the planning phases for a pilot of yearlong residency with our Secondary English, Mathematics, and History teacher candidates for the Fall 2022 semester. The goal is to have all programs at full scale by the Fall 2023 semester. Data from the pilot semester, and each subsequent semester, as well as research in best practices for clinical experiences informed this initiative. The pilot began in the 2018-2019 semester with 18 teacher candidates and 2 district partners, and in the 2021-2022 academic year included 275 teacher candidates and 12 school district partners. Data from T-TESS observations, walk-through observations, and the Student Perception Survey were used to measure the strength of the experience. Additionally, data were collected from teacher candidates to measure their satisfaction with their experiences with their mentor teachers and site supervisors. Regular governance meetings between the EPP and the district partners were held to share student performance data. This initiative not only strengthened the teacher candidate experience, it also strengthened the partnerships between the EPP and the school district, and provided the P-12 students with a yearlong resident to support instruction in their classrooms.

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

R2.1 Partnerships for Clinical Preparation  
R2.3 Clinical Experiences

Upload data results or documentation of data-driven changes.

 USPREPSHSUCaseStudyDIGITAL.pdf

## Section 7: Legacy Transition to CAEP

EPPs transitioning to CAEP Standards from NCATE or TEAC Legacy accreditation should report any gaps in the EPP's current ability to meet CAEP standards, and report on plans to address these gaps prior to the CAEP site visit.

### 7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

☐ **No identified gaps**

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text apply.

We continue to search for ways to measure standard R4.1, Completer Effectiveness, in a more robust way. We do not receive state data the we can clearly connect to our own program completers to measure effectiveness as a result of preparation. We do have employer satisfaction data and retention data, but we are hoping to eventually add effectiveness data that links P-12 learner achievement to the educator in their classroom. We also hope to eventually gain access to completer performance data on the Texas Teacher Evaluation and Support System (T-TESS).

Tag the standard(s) or component(s) to which the text applies.

R4.1 Completer Effectiveness

#### 7.2.1 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

☒ **Yes** ☐ **No**

#### 7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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## 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?

Fall 2022

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: Jannah Nerren

Position: Associate Dean for Educator Preparation Services

Phone: 936-294-3977

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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**