2023 Annual Accreditation Report

CAEP ID:	14503	AACTE SID:	1435
Institution:	Heidelberg University		
Unit:	School of Education		

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

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 be authorized to receive time-sensitive CAEP-accreditation related communications.]

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 is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

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 at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel 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 licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree

Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to <u>initial</u> teacher certification or licensure[1]

`27`

2.1.2 Number of graduates in <u>advanced</u> 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]

`0`

Total number of program graduates 27

---

[1]In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

[2] 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 2021-2022 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:

Higher Learning Commission

Status:

full accreditation through 2025-26

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 EPPs data display of the CAEP Accountability Measures for Academic Year 2021-2022.

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.heidelberg.edu/academics/programs/the-schools/school-of-education

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 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 2021-2022 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

- **Measure 1 (Initial): Completer[3] 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.)

---

[3]For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] https://www.heidelberg.edu/academics/programs/the-schools/school-of-education

CAEP Accountability Measures (Advanced) [LINK] No Link Provided

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)**   3 Candidate Quality, Recruitment, And Selectivity

The EPP's Recruitment Plan does not include goals to recruit and support high-quality candidates from a broad range of diverse backgrounds, and does not include efforts to address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (Component 3.1)

CAEP Standards 3.1|2.1|2.3|6.2|6.3
(Reflect previous CAEP standards and transition to revised CAEP standards)
Heidelberg's EPP with partners and stakeholders, prioritized Diversity, Equity, Inclusion and Civic Engagement in 2019-20 and developed a 5 year action plan. The plan was also in response to Heidelberg's EPP enrollment data and ongoing recruitment plans for individuals typically underrepresented in the field of education and shortage areas as reported in MRS and Title II. Heidelberg EPP data was used to develop a holistic, recruitment action plan to support our continuous improvement plan, target areas of improvement (AFI), and build upon existing collaborative relationships, community partnerships and initiatives. Heidelberg's data shows low enrollment specific to the diversity/ethnicity of our teacher candidates and in reported teacher shortage areas of math and science. (See Heidelberg EPP Disaggregated Data by Race/Ethnicity and LicensureTable document).
When developing this plan, Heidelberg's EPP with partners and stakeholders took into consideration current institutional student demographics respective to recruitment and enrollment, existing district partnerships/collaborations, and the capacity of Heidelberg's EPP faculty and department. Heidelberg's EPP Diversity, Equity, Inclusion and Civic Engagement action plan supports the Heidelberg University's focused strategic plan that included recruitment goals and increases in enrollment of middle and AYA candidates. Based on this data and other measures, the action plan targeted 4 goals: recruit teacher candidates from a broad range of backgrounds and diverse populations (3.1); recruit teacher candidates in fields with shortages (Math/Science) and STEAM (3.1); diversify EPP faculty (6.2|6.3); and establish effective partnerships that would provide diverse clinical experiences for teacher candidates (2.3).
2021-22 Recruitment plan and actions specific to 3.1
(recruit teacher candidates from a broad range of backgrounds and diverse populations)
As reported in 2020-21, Heidelberg's EPP collaborated with a local district, Fremont City Schools, on a Grow Your Own recruitment initiative. This resulted in a Math Camp experience for Fremont City School Middle Schoolers in the summer of 2021 that was run by HUCTM (Heidelberg University's Council of Teachers of Mathematics) and hosted by Fremont City Schools. In the fall of 2022, Heidelberg faculty and community partners presented the results of the camp, Building our Wakanda Forever, at OCTEO, Ohio Confederation of Teacher Education Organizations. The presentation shared the partnership between Fremont City Schools (FCS) and Heidelberg University and their collaborative goal to diversify the FCS teaching corps which currently is, 44% of students identify as individuals of color as opposed to .05% of the teaching staff. (See PDFs: Title Building our Wakanda Together and OCTEO Building Our Wakanda).
This led to additional developments and recruitment goals in the 2021-22 academic year. On January 5, 2022, the Ohio Department of Higher Education sent out an RFP specific to Address Educator Shortages in Ohio. $5.2 million from the "federal Elementary and Secondary School Emergency Relief to increase the number of education candidates admitted to and completing educator licensure programs." Heidelberg's EPP responded to the RFP to address shortages and underrepresentation in rural Ohio and to recruit racial minorities, low income students, and rural students, all student demographics identified by local and state initiatives and priority, target students. Fremont City Schools shared Heidelberg's vision regarding the increasing teacher shortage and to work on recruiting an educator workforce that is more representative of its student population. This joint vision would further support the development of Fremont City Schools "Grow Your Own" educator program and include other rural, partner school districts. Fremont City Schools is the only partner school with Heidelberg that specifically addresses both a "teacher shortage problem and a disparate racial/ethnic educator representation." On March 23, 2022 Heidelberg was awarded $160,000 to recruit, retain and support tuition costs for a cohort of 10 educational candidates. Collaboration with local, rural school districts to recruit students from four local counties and create a cohort of high school students began late spring and summer of 2022, as noted in timeline found in the
RFP final submission document. (Evidence: see PDF Educator Shortage RFP Final 010522call; Educator Shortage RFP Final Submission document; and Heidelberg University Mail- Notification of Grant Application Approval).
Shortage Fields (3.1|6.3)
When disaggregated by licensure, Heidelberg's data shows low enrollment in reported teacher shortage areas specific to math and science. Despite targeted recruitment initiatives such a "Grow Your Own" projects and outreach programs of HUCTM (Heidelberg University Council of Teachers of Mathematics), Heidelberg's EPP in the last three reporting years has seen a decline in science and math candidates. The percentage of teacher candidates seeking licensure in middle or AYA (Adolescent Young Adult/High School) in science and math is as follows over the course of the last 3 years: 2020 - 20%; 2021 - 15%; and 2022 - 14%. In the 2021-22 academic year, Heidelberg's EPP did not have a full time faculty member for science education and math education. Lack of a full time faculty in crucial licensure areas impacts recruitment, program continuity, and consistent advising to support licensure candidates. In the Spring of 2022, the EPP posted a position for a science and/or math education faculty position, resulting in the hiring of a math education professor for Fall 2022. Criteria for the position included: recruitment; curriculum redesign; create pathways with community colleges(see 2022 Title report)

CAEP: **Areas for Improvement (ITP)**   3 Candidate Quality, Recruitment, And Selectivity

The EPP's commitment to the theme of diversity is not evident in outreach efforts for a more able and diverse candidate pool. (Component 3.1)

The 2021-22 academic year for Heidelberg's EPP resulted in a number of new outreach efforts that sought to provide new experiences for Heidelberg's teacher candidates and create the context for developing a more able and diverse candidate pool. These efforts built on previous community partnerships, developed new community outreach collaborations, and were the result of the current EPP faculty's respective research, partnerships and collaborative projects. These efforts supported 2 of the 4 targeted goals of Heidelberg's EPP Diversity, Equity, Inclusion and Civic Engagement Action plan: recruit teacher candidates from a broad range of backgrounds and diverse populations (3.1) and establish effective partnerships that would provide diverse clinical experiences for teacher candidates (2.3).

Previous reports and continuous improvement plans for Heidelberg's EPP focused primarily on embedding and connecting diverse experiences within our coursework. The work of our EPP's commitment to outreach and the theme of diversity in the 2021-22 academic year expanded beyond revisions or changes to the structure and requirements of the program. Our efforts sought to provide additional local and global experiences to support our teacher candidates and in some cases, other Heidelberg students from across the campus and to engage in cross campus and community collaboration projects. Providing unique, diverse experiences allows our teachers candidates additional opportunities to gain crucial key skills and instructional strategies for high quality practices. By creating additional diverse experiences outside of the program courses and guidelines, Heidelberg's EPP can build capacity within their candidates as well as serve as a way to recruit more diverse candidates.

Reading to Learn (the below narrative adapted from press release, see Global citizens: 'Berg students to help Botswana peers improve reading skills DF)

CAEP standards 3.1|2.1

Early in the 2022 year, the Department of State's Bureau of Educational and Cultural Affairs invited U.S. citizen alumni of all U.S. government-sponsored exchange programs to apply for small grants of up to $10,000. Dr. Nichole Griffin, Assistant Professor of Social Studies Education, was a former recipient of the Fulbright Distinguished Award in Teaching in 2019, making her eligible to apply. The grant process was quite competitive, with only 39 projects funded, one being Dr. Griffin's, Reading to Learn, a project to create international collaboration between Heidelberg University and students from Naledi Senior Secondary School in Gaborne, the capital of Botswana. The grant supports 10 Heidelberg students who will receive training specific to supporting English Language Learners in English studies and reading comprehension. Each student will serve as a peer mentor to two students from Naledi Senior Secondary School. The training and mentoring occurred in Fall 2022 (evidence and results will be submitted in next year's annual report)

Statewide Mathematics and Literacy Tutoring Grant (3.1|2.1|1.1|1.3)

On March 25, 2022, the Ohio Department of Education announced a grant opportunity to promote statewide tutoring in mathematics and literacy in collaboration with partner districts/schools. ODE focused on the 2020-21 school data that showed the impact of the pandemic on student learning. The grant awarded funding to higher education institutions and partners who addressed these disruptions on learning caused by COVID by providing high-dosage tutoring programs in mathematics and literacy. Heidelberg's EPP built upon established partnerships with Tiffin City Schools (TCS), Calvert Elementary and Bridges Academy as well as past collaborative work (TEACH-n-STEAM) to submit a grant proposal to develop Heidelberg's G.A.P.,Genius Afterschool Program (2.1). The proposal targeted K-5 students identified as needing intense support and high-dosage tutoring in both reading and math development, including students with incarcerated parents and ELL learners. This target reflects both national and local trends of students identified at higher risk, significantly impacted by COVID, and demonstrating academic lag by participating schools. In addition to providing high-dosage tutoring to K-5 students, the grant proposal shows the impact of G.A.P. for those teacher candidates at Heidelberg recruited and hired as G.A.P. tutors. As seen in the final grant application, the funding would support tutor training sessions and professional development opportunities focused on targeted reading and math instructional strategies, high leverage practices, assessment, and individualized, data-driven project-based learning. Participating tutors will be able to apply their knowledge of how students learn and develop to individualized instructional approaches to support the identified K-5 students progress in reading and writing (3.1|3.3). The G.A.P. statewide tutoring grant proposal was accepted and Heidelberg's EPP was granted $288,000. The funding from this grant will address local needs specific to the impact of COVID on K-5 student learning and provide additional, high quality, out of class clinical experiences for participating teacher candidates. This aligns to recruitment goal 4 of our Diversity, Equity, Inclusion and Civic Engagement, "establish effective partnerships that would provide diverse clinical experiences for teacher candidates (3.1|2.3). Heidelberg's EPP worked (May/June 2022) and will continue to work with marketing to promote G.A.P. and demonstrate this unique experience for Heidelberg teacher candidates as a recruitment tool. In addition, recipients of tutoring grants are promoted on Ohio Department of Education's website (3.1)

(evidence: see documents specific to G.A.P. tutoring)

Our ODHE EPP performance report (2021) reports collaboration with criminology/counseling faculty and the community to support diverse field experiences. Presented, Spring 2022 at Faculty Research symposium

CAEP: **Areas for Improvement (ITP)**   5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of program changes and modifications that are directly related to evidence/data with specific examples. (component 5.4)

Significant curriculum revisions were made beginning in the 2019-2020 academic year, driven by a change in licensure for early childhood education, but made across licensure areas. Heidelberg's EPP used multiple data sets to inform the changes, including: completer surveys (found in Ohio Education Preparation Program Performance Reports); EdTPA data (key assessment); and content specific licensure tests. In the 2021-22 academic year, we made the following changes, modifications or monitoring of changes based on data.

Core Revision and EIS 281: Assessment and Grading for Equity (1.3|1.4|3.2|3.3|5.4)

Writing competency: CAEP and Heidelberg ACT optional

Heidelberg University in the 2021-22 academic year became, like many universities in Ohio, ACT optional. This meant Heidelberg's EPP needed to come up with alternatives for the writing competency required by CAEP. (See HECAP presentation slides of discussion)

Data used: Completer Survey data reported Ohio Education Preparation Program Performance Reports and Completer data) Heidelberg's EPP made significant curriculum revisions based on changes to licensure programs and data analysis. This helped us target One area of improvement we identified was supporting our students' understanding of assessment and how to use assessment data to inform their instruction. Data from completer surveys and edTPA, task 3 demonstrated assessment as an area for improvement. This resulted in the addition of a course for all licensure candidates, EIS 281: Assessment and Grading for Equity. EIS 281 was embedded into curriculum maps beginning in the 2020-21 academic year. As of 2021-22, all teacher candidates' curriculum maps and catalogs would include EIS 281 as a core education course. Below find data sets collected from completer surveys and EdTPA scores for Task 1. The academic year 2018-19 provided baseline data, additional data was collected and reviewed for each consecutive year through 2021-22. 2021-22 would be the first data set taken from students who had fully transitioned to the new curriculum revisions. Three sets of data, starting with the 2021-22 year, will be collected, evaluated and reflected upon for effectiveness or need for additional revisions.
Statement #7 as found on the completer survey asks candidates to rate, on a scale of 1-4:. "My teacher licensure program prepared me to use assessment data to inform instruction."
Baseline data from 2019 demonstrates that 22 completers took the survey, a 100% response rate. Heidelberg's average on this criteria was 3.18, in comparison, the state average was 3.47, demonstrating a significant difference. 2022 completer survey shows that 25 candidates completed the survey (response rate inaccurately calculated by Ohio Department of Higher Education and thus, invalid, 149%). Heidelberg's average on this criteria did not improve, but dropped to 3.16 while the state average increased to 3.48.
2022:0.32 below state average; -0.02 from 2019 Heidelberg baseline of 3.18. This decrease was shared with Heidelberg's EPP faculty as well as the data below.
An additional data set for assessment is Task 3 of the edTPA. The edTPA is one of Heidelberg's EPP key assessments since 2018, with a cut score of 38. Task 3 has consistently been the lowest scoring task of the edTPA for our teacher candidates. Baseline data for Task 3 from 2019 was 2.63.data. Spring 2022 data, the first data set based on curriculum revision, also demonstrates a decrease in scores to 2.42. 2022: -0.21.
The EPP will continue to collect and analyze 2 more sets of data (2022-23 and 2023-24) while documenting modifications made specifically to EIS 281 and across courses relative to building students capacity to use assessment data to inform instruction. Analysis, modifications and changes will be shared with HECAP members.
(Evidence: See data charts specific to preparing candidates to use assessment data to inform instruction, PDF document EIS 281: Assessment and Grading for Equity)
Early Childhood Licensure transition content licensure exams (1.2|3.2|3.3|5.1|5.2|5.3|5.4)
The transition in licensure in the state of Ohio for early childhood candidates from PreK-3 to PreK-5 beginning in the 2020-21 academic year also meant a temporary change in licensure exams. Prior to the transition, all early childhood candidates took a content specific licensure exam specific to PreK-3 early childhood candidates. Those seeking an additional 4th/5th grade endorsement took additional coursework, but also additional licensure exams, Subtest 1 (018) and Subtest 2 (019). From 2020 until present, Subtest 1 and 2 were transitioned by the state of Ohio as content tests for the new licensure for PreK-5 until Pearson vetted and provided a licensure test specific to PreK-5 teacher candidates. This transition in licensure and additional content knowledge for early childhood candidates demonstrated gaps in their knowledge and were exacerbated by transition occurring right at the time of the pandemic. As a result of this transition, Heidelberg EPP's faculty looked at subtest data and identified social studies and science and target content areas to focus upon as areas of improvement. Both content areas, social studies and sciences, showed an average of our teacher candidates at 38%. Subtest scores overall were analyzed and presented at Heidelberg's EPP HECAP meeting on November 9th, 2021. This data resulted in collaboration with the science department at Heidelberg and the development of CHM 103 specific for early childhood candidates. CAEP PreK-6 standards specific to science were shared with the science department to assure alignment and further support our early childhood candidates. CHM 103 will be implemented in the fall of 2023, but may be aligned to a new content licensure exam for early childhood candidates based on Pearson's release of a PreK-5 content for Ohio teacher candidates. (Evidence: PDF of slide presentation of HECAP presentation, 2021/11/09)

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.

2021-22: Recruitment, Diversity, Teacher Shortages and Innovative ways to expose teacher candidates to global and local diversity
Heidelberg's EPP with partners and stakeholders, prioritized Diversity, Equity, Inclusion and Civic Engagement in 2019-20 and developed a 5 year action plan. the action plan targeted 4 goals: recruit teacher candidates from a broad range of backgrounds and diverse populations (3.1); recruit teacher candidates in fields with shortages (Math/Science) and STEAM (3.1); diversify EPP faculty (6.2|6.3); and establish effective partnerships that would provide diverse clinical experiences for teacher candidates (2.3). Teacher candidate demographic data is part of all education preparation programs annual MRS and Title II reporting measures. Heidelberg's reporting data from 2020-2022, when disaggregated by race and ethnicity, demonstrates an increase in self-identified, Latino/Hispanic candidates. In 2020, 0% of our candidates self-identified as Latino/Hispanic. In 2022, 5% of our candidates self-identified as Latino-Hispanic. Candidates self-identified as Black from 2020-22 showed no significant change (2020: 1%; 2021: 2%; and 2022: 1%). Candidates self-identified as 2 or more races from 2020-22 showed a slight increase (2020: 3%; 2021: 4%; 2022: 4%).
(evidence: see PDF Heidelberg EPP disaggregated data by race, ethnicity and licensure)

Heidelberg's disaggregated data for all candidates by race/ethnicity in 2022 was 89% White; 5% Latino/Hispanic; 1% Black; 4% two or more races. In comparison, the national data as reported by the US Department of Education in September 2020 collected in the 2017-18 academic school year shows the breakdown of race in public school teachers as: 79% of teachers identified as White, approximately 9% Hispanic (of any race), 7% Black and non-Hispanic, 2 percent Asian and non-Hispanic, 2% two or more races, and less than 1% Native Hawaiian/Pacific Islander, non-Hispanic, and American Indian/Alaska/Native, non-Hispanic. Placing us below nation statistics.

Heidelberg's EPP demographics specific to racial and ethnic diversity reflects the overall demographics of the university, with some variance: 81.2% White; 7.07% Black or African American; 4.31% Hispanic or Latino; 3.9% Two or more Races; 0.407% Asian; 0.244% American Indian or Alaska Native; and 0.0813% Native Hawaiian or Other Pacific Islanders. Heidelberg undergraduate enrollment data also shows that 81.1% are from Ohio, and of this, the largest percentage comes from within a 100 mile radius of the campus. While these demographics can be seen as a barrier to recruiting teacher candidates from a broad range of backgrounds and diverse populations, Heidelberg's EPP, with local partnering community and district partners, collaborated to recruit more diverse candidates representative of local districts and provide additional diverse global and local experiences for current and future teacher candidates.
Educator Shortage Grant
CAEP Standards 3.1|2.1|2.3|6.2|6.3
Heidelberg's EPP recognizes both the location and current demographics of its overall student population in respect to race and ethnicity. At the same time, it recognizes that partner districts have underrepresentation of teachers of diverse/ethnic backgrounds that don't reflect that of their student population. As stated in the Educator Shortage RFP: "While underrepresentation is a concern throughout the country, data indicates it is a stubborn problem in rural Ohio communities. Out of 1,634.8 teachers in four north central Ohio counties, just 15 teachers identified themselves as being Black or Hispanic. That's .9%. The statistics are even more stark when it comes to administrators. None of the 87.1 principals and superintendents in Seneca, Sandusky, Crawford, or Wyandot counties identified themselves as Black or Hispanic." This led to the submission and receipt of a $160,000 grant to work local school districts to recruit students into education more representative of their K-12 demographics and to form a cohort of highly skilled, homegrown teachers committed to diversifying the teaching workforce in their communities. Heidelberg's EPP responded to the RFP to address shortages and underrepresentation in rural Ohio and to recruit racial minorities, low income students, and rural students, all student demographics identified by local and state initiatives and priority, target students.
(Evidence: see PDF Educator Shortage RFP Final 010522call; Educator Shortage RFP Final Submission document; and Heidelberg University Mail- Notification of Grant Application Approval).

Diversity and Innovative ways to expose teacher candidates to global and local diversity (1.3|2.1|2.2|2.3|3.1)

Given the demographic nature of our current teacher candidates, our EPP recognizes the lack of experience they have not only with race and ethnicity, but also with global and local diversity. Also, given the nature of where Heidelberg is located within the state of Ohio, there are limited means of providing students with more diverse clinical experiences within our coursework and field component. The 2021-22 academic year for Heidelberg's EPP resulted in a number of new outreach efforts that sought to provide new experiences for Heidelberg's teacher candidates and create the context for developing a more able and diverse candidate pool. These efforts built on previous community partnerships, developed new community outreach collaborations, and were the result of the current EPP faculty's respective research, partnerships and collaborative projects. These efforts supported 2 of the 4 targeted goals of Heidelberg's EPP Diversity, Equity, Inclusion and Civic Engagement Action plan: recruit teacher candidates from a broad range of backgrounds and diverse populations (3.1) and establish effective partnerships that would provide diverse clinical

experiences for teacher candidates (2.3). While we recognize that these experiences do not impact all of our teacher candidates, the opportunity to participate is open to each and every teacher candidate.

Reading to Learn, a project to create international collaboration between Heidelberg University and students from Naledi Senior Secondary School in Gaborne, the capital of Botswana. The grant supports 10 Heidelberg students who will receive training specific to supporting English Language Learners in English studies and reading comprehension. Each student will serve as a peer mentor to two students from Naledi Senior Secondary School. The training and mentoring occurred in Fall 2022 (evidence and results will be submitted in next year's annual report)

Statewide Mathematics and Literacy Tutoring Grant
Heidelberg's EPP, in collaboration with Tiffin City Schools (TCS), Calvert Elementary and Bridges Academy submitted and received a grant to develop G.A.P., Genius Hour Afterschool Program, for targeted K-5 students identified as needing intense support and high-dosage tutoring in both reading and math development, including students with incarcerated parents and ELL learners. All hired tutors will be teacher education candidates and will gain skills in data-informed instruction and working with students identified as high risk.

6.1.2 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.2.1 Partnerships for Clinical Preparation
A.3.1 Admission of Diverse Candidates Who Meet Employment Needs
A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
A.3.3 Selectivity During Preparation
A.4.2 Satisfaction of Completers
A.5.1 Quality and Strategic Evaluation
A.5.2 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
A.5.4 Continuous Improvement
R1.2 Content
R1.3 Instructional Practice
R2.3 Clinical Experiences
R3.1 Recruitment
R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion
R4.1 Completer Effectiveness
R5.1 Quality Assurance System
R5.2 Data Quality
R5.3 Stakeholder Involvement
R5.4 Continuous Improvement
R6.3 Faculty Resources
R6.4 Infrastructure
x.1 Diversity
x.4 Previous AFI / Weaknesses

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

    📎 **TutoringAwardInformation.xlsx__Sheet1.pdf**
    📎 **HEIDEL_1.PDF**

📎 **G.A.P._StatewideMathematicsandLiteracyTutoringGrantApplication_final.pdf**

📎 **Berg_afterschool_tutors_fill_the_gap_for_local_elementary_children___Heidelberg_University_(1).pdf**

📎 **Primary_Education__subtest_data_018_019_(1).pdf**

📎 **Data_charts_specific_to_preparing_candidates_to_use_assessment_data_to_inform_instruction_(1).pdf**

📎 **Core_Revision_and_EIS_281__Assessment_and_Grading_for_Equity_(1_(1).pdf**

📎 **CHM_103_catalogue_change_form.docx_(1).pdf**

📎 **20211026_Dept_Meeting_(1)_(1).pdf**

📎 **20211109_HECAP__Fall_Meeting_(1)_(1).pdf**

📎 **Global_citizens__Berg_students_to_help_Botswana_peers_improve_reading_skills___Heidelberg_University_(1).pdf**

📎 **Heidelberg_University_Mail__Notice_of_Grant_Application_Approval__Addressing_Educator_Shortages_in_Ohio_(1).pdf**

📎 **Heidelberg_EPP_Disaggregated_Data_by_Race_Ethnicity_and_LicensureTable_(2)_(1).pdf**

📎 **Educator_Shortage_RFP_Final_Submission_document.pdf**

📎 **Core_Revision_and_EIS_281__Assessment_and_Grading_for_Equity_(1.pdf**

📎 **27th_annual_Faculty_Research_Symposium_coming_Feb._3___Heidelberg_University_(1).pdf**

📎 **2021_EPPAnnual_Performance_Report_ODHE_(1).pdf**

📎 **HEID_2022.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 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
No questions

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 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:	Dr. Stacey Pistorova
Position:	Associate Professor of Elementary Education and Accreditation Coordinator
Phone:	419-448-2328
E-mail:	spistoro@heidelberg.edu

Secondary Contact Person for Annual Report Feedback(*Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.*)

Name:	Dr. Dawn Henry
Position:	Assistant Professor of Special Education
Phone:	419-448-2128
E-mail:	dhenry1@heidelberg.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.

See CAEP Accreditation Policy

☑ **Acknowledge**