

# 2021 EPP Annual Report

<b>CAEP ID:</b>	14503	<b>AACTE SID:</b>	1435
<b>Institution:</b>	Heidelberg University		
<b>Unit:</b>	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 EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.heidelberg.edu/academics/programs/the-schools/school-of-education>

## 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 2019-2020 ?

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> 31

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> 0

**Total number of program completers** 31

<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 2019-2020 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 \_\_\_\_\_
- 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.

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**Link:** <https://www.heidelberg.edu/academics/programs/the-schools/school-of-education>

**Description of data accessible via link:** The data (3 or more sets) aligned to the annual reporting measures include: OTES data; Value-added data; employer survey; completer surveys; graduation-recruitment-retention rates; Title II data; job placement data; student loan default rates; OAE Assessment Pass rates; and performance reports.

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 checked="" type="checkbox"/>
Advanced-Level 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"/>

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?*

The Annual Reporting Measures, state benchmarks, and/or national and state trends in education have allowed our EPP to make focused, data informed decisions that align to our selected improvement plan. Key measures we focused on in 2019-2020 were focused on Completer Surveys (Measure 4), Ability of Completers to meet licensing (Measure 6), and Ability to be Hired (Measure 7). This data allowed us to compare our averages with state averages and/or national statistical trends. As an EPP in collaboration with key stakeholders this data helped us identify areas of improvement that supported curriculum revisions, begin developing a diversity, equity, inclusion and civic Engagement Plan, and support our recruitment strategies. Heidelberg's EPP shared these measures with HECAP (our advisory board), university faculty, university admissions, and current teacher candidates to set goals and make programmatic changes. A data collection plan has been developed to assess the impact of the changes. Below you will find evidence of our data informed changes to our program.

2019-2020 Heidelberg EPP Curriculum Revisions

In August 2018 the State of Ohio changed the grade levels that early childhood candidates can teach from Preschool-Third to Preschool-Fifth to be implemented no later than Fall 2020. The EPP took this change in early childhood licensure to evaluate EPP curriculum across all of our licensure programs and make curriculum revisions. Completer survey data, OAE licensure scores, and

EdTPA data were used to discover patterns, gaps and/or areas of improvement in our curriculum and inform our curriculum revisions made during the 2019-2020 academic year. EdTPA and OAE scores represent all of our completing teacher candidates, providing a larger sample size. Our Completer Surveys also have a 96-100% response rate from 2017-2019 with response rates ranging from 22-28. These larger sample sizes make our comparison to state and national benchmarks more valid and reliable for a small EPP like Heidelberg. This data informed our curricular revisions made in the fall of 2019. Curriculum revisions with rationale were submitted to Heidelberg's University Curriculum Committee in the Spring of 2021 and approved. Below is evidence of how CAEP measures and key assessments informed these decisions.

CAEP Measure 4: Satisfaction of completers (CAEP Standard 1.3, 5.4, 5.5)

Preparing teacher candidates to use assessment to inform instruction:

Question 7 of the Completer Survey from the Ohio Department of Higher Education (found in our Annual Performance Reports) is: "My teacher licensure program prepared me to use assessment data to inform instruction." Heidelberg's edTPA data from 2017-2020 (Heidelberg CAEP key assessment) provides additional data to support assessment as an area of curricular improvement. When the edTPA data was disaggregated by Task 3 (Assessment), the data demonstrates a similar trend to that of the Completer Data 2016/17 2.60; 2017/18 2.95; 2018/19 2.63; 2019/20 2.5. The data from the Completer survey and our edTPA scores specific to Task 3 resulted in a re-evaluation of coursework specific to assessment. This data was discussed in EPP faculty meetings and shared at our September 10, 2019 HECAP meeting and led to the following data-informed curriculum revision: New course development (Fall 2019) and University Curriculum Committee approval (Spring 2020) of EIS 281: Assessment and Grading for Equity in Education for all non-ISP candidates across licensure programs to be implemented beginning in Fall 2020.

CAEP Measure 4 and 7: Completer Data Measure and Ability to Be Hired in Education Positions for which they have been prepared (CAEP standard 1.4, 4.1, 5.4, 5.5)

Heidelberg EPP Diversity, Equity, Inclusion and Civic Engagement Goals

Heidelberg's EPP, in collaboration with partners and stakeholders in 2019-2020, prioritized Diversity, Equity, Inclusion and Civic Engagement as an EPP goal and began to develop a 5 Year Action Plan focused on:

Recruiting teacher candidates from a broad range of backgrounds and diverse populations

Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM

Diversifying EPP faculty

Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

EPP guiding questions for Action Plan

Do we prepare our candidates for the diversity of America's P-12 classroom?

Like many small, liberal arts schools, Heidelberg's EPP is located in a region with little ethnic, linguistic, religious, and racial diversity, but many of our graduates find employment in medium-high minority districts: 70% in 2018; 79% in 2019 (CAEP Measure 7). As an EPP we recognize the need to prepare our teacher candidates for the diversity of the P-12 classroom and have identified this as an area for continuous improvement for our EPP. 2016/17/18/19 Data from the Completer Survey (Measure 4) specific to preparing candidates for the diversity of the P-12 classroom places us below the State Average in the majority of categories, and in all categories in 2019.

How do we diversify the demographics of our teacher candidates?

Enrollment data from Heidelberg's EPP Title II reporting (CAEP Measure 6) shows a pattern of low enrollment of diverse candidates (race and gender) from 2014-2019. Gender diversity of Heidelberg Teacher Candidates (2014-2019): Female 78%; Male 22%. Ethnic and racial diversity from 2014-2019): Hispanic/Latino 1%; White 93%; Black or African-American 4%; two or more races 3%. The ethnic and racial diversity of Heidelberg candidates does not reflect national education statistics and changes in the demographics from 1999-2000 to 2015-16 that saw a decline in teachers who were White from 84% to 80%. There was also a decline in the number of Black or African-American teachers from 8% to 7%, but Heidelberg's EPP falls below that statistic with only 4%. In addition, the number of Latino/Hispanic teachers in 1999-2000 was 6% and rose to 9% in 2015-16. Heidelberg falls below this percentage with only 1%.

The EPP shared the Completer data (CAEP measure 4) and Title II (Measure 6) with HECAP board members (September 10, 2019), alumni who obtained positions in diverse, minority districts, and admissions.

How do we recruit candidates for shortage fields (Math) and STEAM? (CAEP Measure 5 and 6: Graduation Rate Outcome Measure and Teacher Shortages)

The Nation as well as the State of Ohio list teacher shortages in Middle and AYA licensure areas. Recruitment efforts for Science and Math Educators are nationwide. The U.S. Department of Education Office of Postsecondary Education has reported annual teacher shortage areas by State since 1990. Beginning in 2005 data for the State of Ohio has shown shortages not only in Science and Math, but also English Language Arts and Social Studies. Our EPP graduation rates reflect this long term shortage with low numbers of graduates in both Middle and AYA in comparison to Early Childhood Education graduates. The EPP is using the Department of Education data on teacher shortages and our graduation data to work collaboratively with the Math, Science and English department to develop a recruitment plan that addresses teacher shortage in these licensure specific content areas. To begin, the EPP worked with marketing to develop two recruitment days, one targeting Math Education and one STEAM focused that involved cross-campus collaboration. Marketing was targeted on diverse districts and teacher candidates, including students from STEM designated schools in Ohio. Additionally, data from OAE (Ohio Assessment for Educator) Content test scores were

shared and discussed with the Math, Science and English Department to meet the needs of these licensure specific requirements and develop strong programs across campus. (CAEP 3.1|3.2)

Section from recruiting plan 2019-2020 and evidence:

Action Item 1: The Heidelberg University School of Education began intentionally working with the Heidelberg Admissions team during the summer of 2019. This partnership resulted in developing and hosting a Collegiate Math Camp Preview Day in October, 2019. This Camp was hosted by a Heidelberg University student lead group, the Heidelberg University Council of Teachers of Mathematics (HUCMT) Math Camp Mentorship Team.

Action Item 2: This event led to the January, 2020 development of the Recruitment on the Road team made up of ten teacher candidates ranging from first to third year students in a variety of disciplines. This team began their work in reaching out to area high schools, including the Sentinel Career Center.

Action Item 3: Heidelberg EPP in collaboration with admissions and the Theater, Science and English Department planned a Fantastical STEAM Preview Day for March 27, 2020. This event was cancelled due to COVID.

## 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)**

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)**

Heidelberg EPP demographics of our teacher candidates by gender/ethnicity/race and shortage/STEAM fields from Title II reporting spanning from 2014-2018 was shared with admissions specific to recruitment goals. This data was used to support focused recruitment goals that built on programs already established at Heidelberg, specifically HUCTM and TEACH-n-STEAM. This led to the planning of 2 education preview days. An action recruitment plan was also developed (Evidence recruitment plan; documentation of meetings with recruitment; invitations; evidence from education preview day).

Heidelberg Action Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

The Heidelberg University School of Education began intentionally working with the Heidelberg Admissions team during the summer of 2019. This partnership resulted in developing and hosting a Collegiate Math Camp Preview Day in October, 2019. This Camp was hosted by a Heidelberg University student lead group, the Heidelberg University Council of Teachers of Mathematics (HUCMT) Math Camp Mentorship Team. The day included an invitation to all Heidelberg University teacher candidates and area prospective students interested in attending Heidelberg University's Educator Preparation Program (EPP). Current and prospective students engaged in a STEAM (Science, Technology, Engineering, Arts, Math) challenge as professors from the School of Education teamed up with the Theater Department. From here, all students spent the afternoon delving into Collegiate Math Camp.

This event led to the January, 2020 development of the Recruitment on the Road team made up of ten teacher candidates ranging from first to third year students in a variety of disciplines. This team began their work in reaching out to area high schools, including the Sentinel Career Center. They had begun helping to plan for a Fantastical STEAM Preview Day in March, 2020 before the unprecedented circumstances resulted in remote learning. The Recruitment on the Road team is currently working online to help with developing connections and relationships with prospective students. This team will be integral as the Heidelberg University EPP begins making more intentional connections with the Educators Rising program.

Educators Rising is an educational organization designed for aspiring teachers and mentors. The National Education Association (NEA) and Phi Delta Kappa International (PDK) announced our intention to explore a membership option between PDK's Educators Rising Collegiate program and NEA's Aspiring Educators program.

The mission of Educators Rising is to implement today to recruit, retain, and develop your own teachers from your own community. We know that the number of students in k-12 schools is rising, yet the number of individuals pursuing careers in education is declining. In particular, there is a need for teachers in the STEM fields, male teachers, teachers of color, and bilingual teachers. 52% of Educators Rising students are students of color. We know that most Heidelberg students come from 160 mile radius and that 61% of University graduates teach within 20 miles of where they went to school. Since there are Educator Rising programs at Sentinel Career Center and Lima High School, it is reasonable to pursue developing relationships with both entities.

Heidelberg University School of Education has already begun this relationship with Sentinel Career Center. Additionally, developing relationships with Columbian High School (Jennifer Musgrave) will help to create a pipeline of local educators through Columbian, Sentinel, and Heidelberg University.

Much of the current plan was impacted by COVID in the 2019-2020 year.

### **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)**

Heidelberg's EPP recognizes diversity as a continued area of improvement for our program and more importantly our teacher candidates and K-12 students. The response to the FFR demonstrates a more in-depth analysis of our current candidate demographics; completer surveys; employer surveys and additional recruitment possibilities. There is additional evidence and narrative to support the original study submitted December 2018 and current recruitment possibilities. There is some overlap between Standard 5 and 3, for example the TEACH-n-STEAM initiative also addresses Standard 3. Action Steps include:

#### Supporting Diverse Candidates and Recruitment:

There is a dire need to recruit diverse teaching candidates into Heidelberg University's education program. To address this need, the Heidelberg EPP is working directly with the Heidelberg University Associate Director of Admissions to develop a strategic plan. The EPP and Admissions are working collaboratively to develop an Education Event, which will provide interactive experiences between prospective students, current students, and Heidelberg EPP faculty. This event will be divided into two days, where prospective students have the option of participating in one day or both days. The first day will invite prospective students to meet with Heidelberg EPP faculty and students over lunch, followed by participation in a collaborative STEAM challenge.

Due to COVID, we needed to push some dates on our timeline and readjust our recruitment plan

#### Continued and Ongoing Support of Diverse Candidates:

Due to the racial homogeneity of the Tiffin area, the recruitment of diverse teacher candidates will require the support of local school districts as candidates complete field placements. Past experience has provided further evidence of this need (see response to diversity for narrative).

The Heidelberg EPP will utilize the skillsets of other faculty members across campus to develop a Professional Development Day for all mentor teachers. In the Fall, 2020 semester, teachers will receive training in diversity, safe zone training, technology integration, and research-based teaching practices. The Heidelberg EPP will offer this training opportunity to all teachers hosting a preservice teacher and will work with local districts on offering Continuing Education Credits. This professional development will provide further opportunity for preservice teachers to feel the support of connecting theories of teaching and learning from coursework into their field placements. In addition, mentor teachers will be better prepared to host and provide support for teacher candidates from all backgrounds.

#### TEACH-n-STEAM:

##### TEACH-n-STEAM (CAEP 2.2/3.1)

Men vastly outnumber women in the STEM fields, resulting in women making up only 28% of the workforce in STEM.

Heidelberg's EPP TEACH-n-STEAM initiative seeks to promote excellent teaching and optimize students' learning experiences through providing K-5 professional development experiences focused on content knowledge, pedagogical approach and standards alignment necessary to effectively implement STEAM. Heidelberg EPP's current gender demographics of 78% female and 22% male is representative of the current national trends in teacher demographics specific to elementary education teachers. 76% of public school educators were female in 2017-18. TEACH-n-STEAM sees value in this demographic as the means of supporting the need for more women in STEM fields with the understanding that by building female elementary educators understanding, implementation and modeling of STEAM in the K-5 classroom, K-5 female students will develop a stronger STEAM identity and impact the number of women in STEM fields. Our research is founded on the understanding that STEM/STEAM identities are developed by the age of 12 and thus, must be implemented in the elementary grades. The TEACH-n-STEAM initiative was granted a Martha Holden Jennings Grant for \$16,500 for the 2019-2020 academic year. This funded 18, K-5 public school educators

In 2019-2020, 17 of whom were female. To further support diversifying STEM fields for females, 8 of our female teacher candidates were placed in the classrooms of our TEACH-n-STEAM teachers. These intentional placements in STEAM classrooms further support diversifying the STEM fields for females.

The 2019-2020 academic year represents the second year of the TEACH-n-STEAM initiative and was still focused on building momentum in the program and sustainability. And while COVID did create barriers to this work in 2020, the TEACH-n-STEAM initiative seeks to expand its work as the means of increasing the number of women in STEM fields through elementary classroom experiences.

#### **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)**

Prior to September 2019, Heidelberg's EPP did not have a formal continuous improvement plan with a timeline that clearly outlined EPP changes, data that informed those changes, goals or action items. In addition, we did not provide evidence of how we systematically assessed our program and goals or how we intentionally included key stakeholders in our process of continuous improvement. Numerous transitions in how and where EPP data was collected and stored resulted in inconsistent use of data, lack of easy access to assessments for review, and thus, lack of intentionality of what and how we shared with stakeholders. Heidelberg's first step in the fall 2019 was to develop and create a continuous improvement plan with 10 clearly outlined EPP specific to our AFI's and Stipulations in standards 3 and 5 with alignment to standards 1, 2, and 4 as relevant. This 5 year plan is structured by academic year, beginning in 2019-2020 and includes EPP goals, action items, specific evidence/data, baseline data and timelines for data review as evidence of program changes and impact. Continuous Improvement Action Plan has provided an efficient, transparent and clear documentation of program changes and impact with



clear evidence of how we involve our stakeholders in program evaluation, improvement, and identification of models of excellence.

The following evidence of this plan as well as specific examples of how we used data to inform program changes in 2019-2020 includes:

Diverse Stakeholder involvement for program involvement (CAEP Standard 1.3, 5.4, 5.5)

Data informed curricular revision to improve how we prepare our teacher candidates to use assessment data to inform instruction. Data from Completer survey and edTPA scores specific to Task 3 resulted in a re-evaluation of coursework specific to assessment. This data was discussed in EPP faculty meetings and shared at our September 10, 2019 HECAP meeting for feedback and discussion (evidence: 2019-9-10 Action Agenda). One HECAP member, an alumna of Heidelberg, sent a follow up email following the meeting further substantiating that assessment was an area for which she did not feel prepared (documentation: 2019-09-10 Post meeting notes pdf)

What did not go well, what I wish I had been prepared for:

Differentiation and assessment

This led to the following data-informed curriculum revision: New course development (Fall 2019) and University Curriculum Committee approval (Spring 2020) of EIS 281: Assessment and Grading for Equity in Education for all non-ISP candidates across licensure programs. This course was implemented Fall 2020.

Data Collection timeline:

With implementation of EIS 281 beginning in the Fall of 2019, our data collection to assess for impact is: Spring 21, 22, 23; Completer data, question 7; EdTPA Task 3

2016/17/18/19 Data from the Completer Survey (Measure 4) specific to preparing candidates for the diversity of the P-12 classroom places us below the State Average in the majority of categories, and in all in 2019. The EPP shared this data with HECAP board members (September 10, 2019) and resulted in the following data-driven, curricular action step:

Requirement of EIS 320 within Heidelberg's EPP program for all teacher candidates. EIS 320: Family Systems/Social Issues. This course focuses on (excerpts from course catalogue):

The sociocultural context of the family, school and community...emphasis will be placed on the cultural, linguistic, and ability diversity of children, families, and communities.

Prior to Fall 2020, this course was only required for early childhood candidates

Diversity demographics of current Heidelberg EPP Teacher candidates

The current demographics of our teacher candidates by gender, ethnicity and race from Title II reporting spanning from 2014-2018 are, by gender: Female 78%; Male 22% and race/ethnicity: Hispanic/Latino ethnic diversity 1%; White 93%; Black or African-American 4%; two or more races 3%. Heidelberg's EPP student demographics by race/ethnicity do not reflect national education statistics, falling below national averages: Black or African-American 8%; Latino/Hispanic 9%. Based on this data Heidelberg's EPP, in collaboration with partners and stakeholders in 2019-2020, prioritized Diversity, Equity, Inclusion and Civic Engagement and began to develop a 5 Year Action Plan focused on:

Recruiting teacher candidates from a broad range of backgrounds and diverse populations

Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM

Diversifying EPP faculty

Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

Teacher Shortage areas (Math/Science) and STEAM

The Nation as well as the State of Ohio list teacher shortages in Middle and AYA licensure areas. Recruitment efforts for Science and Math Educators are nationwide. The U.S. Department of Education Office of Postsecondary Education has reported annual teacher shortage areas such as Math and Science by State starting in 1990. Our EPP graduation rates reflect this long term shortage with low numbers of graduates in both Middle and AYA in comparison to Early Childhood Education graduates. The EPP is using the Department of Education data on teacher shortages and our graduation data to work collaboratively with admissions and the Math, Science and English department to develop a recruitment plan that addresses teacher shortage in these licensure specific content areas. The EPP worked with marketing to develop two recruitment days, one targeting Math Education and one STEAM focused that involved cross-campus collaboration. Marketing was targeted on diverse districts and teacher candidates, including students from STEM designated schools in Ohio.

#### **CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP provided no evidence of diverse stakeholder involvement for program improvement. (component 5.5)**

Action Item 1: Formation of HECAP (Heidelberg Educators Community Advisory Partnership) with invested stakeholders ranging from current teacher candidates, alumni, teacher mentors, university faculty outside EPP, and local community, non-educational partners to ensure the quality of our curriculum and program for all candidates.

In August of 2019 the EPP worked collaboratively to develop HECAP (Heidelberg Educators Community Advisory Partnership). Recruitment for members of HECAP was intentional, focused on finding members who were invested in our program. 24 members were invited including teacher candidates, alumni, mentor teachers, school administrators, internal faculty, and external community members. We held our first HECAP meeting on September 10, 2019 and our second meeting on February 11, 2020.

Attendance data:

September 10, 2019, 71% attendance rate (17/24)

February 11, 2020, 63% attendance rate 15/24)

Data shared:

Completer data specific to candidates diversity and lack of diverse field placements  
Completer data, EdTPA data; student demographic data

Established annual timeline for HECAP Meetings:

Hold 2 annual meetings: 1 Fall semester; 1 Spring semester (documentation: Action Agendas; Attendance; follow emails);  
Summer newsletter with updates

Goals: Create subcommittees specific to diversity and recruitment

HECAP involvement in Diversity, Equity, Inclusion and Civic Engagement 5 Year Action Plan

Heidelberg's EPP, in collaboration with HECAP in 2019-2020, prioritized Diversity, Equity, Inclusion and Civic Engagement and began to develop a 5 Year Action Plan focused on:

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Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM

Diversifying EPP faculty

Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

Math and Science Heidelberg University Department Collaboration

Collaboration with Heidelberg faculty outside of the education department and specific to our licensure areas to discuss curricular changes and data did not occur systematically prior to 2019-2020. The curriculum revisions provided the opportunity for our EPP to establish those collaborative relationships and assure our licensure programs aligned to content standards and licensure exam data. During our curriculum revisions Heidelberg EPP faculty met with faculty in the Science and Math department. The EPP and Science Department meeting (February 20, 2020 - evidence HU-EPP-Action Agenda Science Curriculum PDF) was held to assure that with our transition from a PreK-3 licensure program to a PreK-5 our standards alignments specific to science content. Standards were shared with the Science Department to begin aligning CAEP K-6 Standards with education and science courses. EPP faculty also met with the Math Department to review OAE (Ohio Assessment for Educator) test score data to target possible gaps in Math Educator and discuss possible curricular changes and new course development (October 8, 2019 & December 18, 2019 - Action agenda meeting notes pdfs). Collaboration with faculty from content specific disciplines in 2019-2020 further supported our continuous improvement plan by helping us meet the standards for multiple licensure programs and ensure that our candidates can apply content knowledge (CAEP 1.3| 5.5)

Student focus groups

With all of the curriculum revisions across all licensure programs Heidelberg's EPP we wanted to present the proposed changes to our current teacher candidates and get their feedback. 2 focus group meetings were held on February 25, 2020 (evidence Curriculum Revision Focus Group sign in, notes, invitation pdfs). 35 students attended these two meetings where EPP faculty presented the new curriculum and what data informed these changes as well as a crosswalk between the current and new curriculum. Following these focus groups, students were asked to complete a Google Survey that provided additional data to inform the revisions of our curriculum (evidence curriculum revision student feedback 2-25-2020 pdf).

## 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?

Heidelberg EPP used multiple data measures to assure quality across all of our licensure programs and inform program goals and action steps. Specific data cited in this annual report included Completer Data surveys, Title II reporting, OAE test scores (Measure 6), and recruitment data. A minimum of three sets of data were used to make informed decisions. In addition, key assessments such as EdTPA are used to further inform EPP goals, action steps and data collection. We involved key stakeholders in using this data to inform program changes, make modifications and prioritize initiatives within our program. All of this data can be found on our website for public accessibility and is documented within our 2019-2020 continuous improvement plan with alignment to CAEP Standards, Measures, Action Steps and Evidence. Based on data analysis, the Heidelberg EPP identified the following patterns in our data to further support our continuous improvement plan:

Curriculum Revisions specific to Completer Survey question and EdTPA data (EPP Key Assessment) specific to preparing our candidates understanding of how to use assessment data to inform instruction and preparing them for the diversity of the K-12 classroom. Both of these categories, assessment and diversity, are crucial to candidates ability to positively impact all P-12 students. In collaboration with HECAP members (Heidelberg EPP's advisory board), teacher candidates, alumni and university faculty in content specific areas, curriculum revisions were made that include the addition of EIS 281: Assessment and Grading for Equity in Education and the requirement for all licensure candidates to take EIS 320: Family Systems/Social Issues. Data collection timelines have been developed to see the impact of these changes and to compare to our EPP data and state baseline data.

Completer Data, Title II reports and Recruitment data resulted in our EPP in collaboration with stakeholders and the development of a Diversity, Equity, Inclusion and Civic Engagement 5 Year Plan. As an EPP in this report we recognize that key elements of diversity in our candidates are lacking, specifically gender and racial/ethnicity diversity. The data provided specifics that resulted in collaboratively targeting the following key goals:

Recruiting teacher candidates from a broad range of backgrounds and diverse populations

Recruiting teacher candidates in fields with shortages (Math/Science) and STEAM

Diversifying EPP faculty

Establishing effective partnerships that would provide diverse clinical experiences for teacher candidates

Evaluating EPP curriculum and EIS 267 (diversity experience) to make revisions to better prepare our candidates for the diversity of America's P-12 students.

Title II, Recruitment and graduation data also provided the context for our EPP to use our current teacher candidate demographics to address trends in education and build on existing programs to support the diversity of the K-12 classroom (HUCTM/TEACH-n-STEAM). Both programs support innovation, trends and shortages in education. This data, found in this report, informed our recruitment plan, curricular changes, and clinical partnerships found in the documentation of this report. In 2019-2020:

Education Preview days were planned by HUCTM and STEAM (recruitment plan and documentation);

Collaboration between the EPP and Science and Math Department faculty to assure content specific alignment to standards and licensure exams;

Further establish collaborative, clinical partnerships specific to TEACH-n-STEAM to diversify the STEM fields specific to gender by supporting in-service and pre-service teachers ability to engage K-5 students in STEAM learning experiences.

#### Stakeholder Involvement

Stakeholders were involved in all data-driven decisions that include curricular changes, recruitment plans, and a 5 year Diversity, Equity, Inclusion and Civic Engagement Plan. This occurred in formal HECAP meetings, student focus groups, HUCTM and student driven recruitment plans, and meetings with University faculty and staff to further support our continuous improvement plan. Key assessments (Standard 3) were integral to these collaborations. OAE licensure assessment data (3.2) were used to support curriculum revisions and our work collaboratively with the science and math departments. Recruitment plans based on recruitment data, Title reporting and graduation rates as well as initiatives such as HUCTM and TEACH-n-STEAM supported goals and action items to further support the diversity of P-12 students.

Heidelberg EPP documents evidence of our data-driven changes in a number of ways that demonstrates how we use data to


























inform program changes and how we share data with stakeholders to continuously improve our program for all licensure candidates and consequently, positively impact the diverse PreK-12 students. Data from multiple measures were provided and compared to state and national averages to set goals and action items to address curricular changes, educational innovations specific to Heidelberg EPP programs such as STEAM and Math (HUCTM and Math Camps); and additional recruitment plans. Documents can be found on the website in relation to the 8 measures; on our Continuous Improvement Plan; and in the evidence provided in this report (documents).

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

- 1.3 Application of content and pedagogical knowledge
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.4 Creates and monitors candidate progress
- 4.1 Completer impact on student growth and learning
- 4.4 Completer satisfaction
- 5.3 Results for continuous program improvement are used
- A.4.2 Satisfaction of Completers
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

-  **December\_18\_2019.pdf**
-  **October\_8\_2019.pdf**
-  **Curriculum\_Revision\_Student\_Feedback\_2252020\_(1).pdf**
-  **Curriculum\_Revision\_Student\_Focus\_Group\_Notes\_2252020.pdf**
-  **Curriculum\_Revision\_Student\_Focus\_Group\_Signin\_sheet\_22520.pdf**
-  **Heidelberg\_University\_Mail\_\_Student\_focus\_group.pdf**
-  **HU\_EMail\_\_Student\_Focus\_Group2.pdf**
-  **Middle\_Childhood\_and\_AYA\_Education\_Programs\_catalogchangesubmissionform.pdf**
-  **Primary\_Education\_Program\_catalogchangesubmissionform.pdf**
-  **Redesignstudent\_presentation\_.pdf**
-  **Revision\_Student\_Feedback\_v22252020.pptx.pdf**
-  **20190910\_HECAP\_Meeting\_Action\_Agenda.pdf**
-  **20190910\_HECAP\_Mtg\_Invitation.pdf**
-  **20190910\_Post\_Meeting\_notesEnya\_Granados.pdf**
-  **20200211\_HECAP\_Meeting\_Action\_Agenda\_(1).pdf**

-  20200630\_HECAP\_Newsletter\_(1).pdf
-  HECAP\_Member\_List\_Attendance\_\_201920\_\_Attendance\_20192020.pdf
-  20190726\_\_Polly\_Cooper.pdf
-  20190804\_\_HU\_EPP\_Recruitment\_Plan.2.pdf
-  20190809\_\_Rachel\_Hiser.pdf
-  20190911\_\_HU\_EPP\_Recruitment\_Plan.3.Polly\_Cooper.pdf
-  20190911\_\_HU\_EPP\_Recruitment\_Plan.4.Brady\_Gibson.pdf
-  Recruiting\_Plan\_Rationale\_(1).pdf

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

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## 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 2021 EPP Annual Report.*

**I am authorized to complete this report.**

### Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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 reviews.
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 review 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**