

Evidence

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Evidence Title	Caep Component		
1.1.1. InTASC Alignment Chart	Component R1.1 - The Learner and Learning,Component R1.2 - Content,Component R1.3 - Instructional Practice,Component R1.4 - Professional Responsibility	Edit	Delete
1.1.10 Observation Form	Component R1.1 - The Learner and Learning,Component R1.2 - Content,Component R1.3 - Instructional Practice,Component R1.4 - Professional Responsibility	Edit	Delete
1.1.11 Professional Dispositions Policy Procedure	Component R1.1 - The Learner and Learning,Component R1.4 - Professional Responsibility	Edit	Delete
1.1.12 MACK Worksheet	Component R1.1 - The Learner and Learning	Edit	Delete
1.1.13 Standard 1.1 Worksheet	Component R1.1 - The Learner and Learning	Edit	Delete
1.1.2 EPP Transition Points	Component R1.1 - The Learner and Learning	Edit	Delete
1.1.3 Application Sample	Component R1.1 - The Learner and Learning	Edit	Delete
1.1.3 Syllabus, EDU 270	Component R1.3 - Instructional Practice	Edit	Delete
1.1.4 EPP Admission Requirements	Component R1.1 - The Learner and Learning	Edit	Delete
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1.1.8 TWS Rubric	Component R1.1 - The Learner and		

Learning		Edit	Delete
1.1.9 Dispositions Tool	Component R1.1 - The Learner and Learning, Component R1.2 - Content, Component R1.3 - Instructional Practice, Component R1.4 - Professional Responsibility	Edit	Delete
1.2.1 Chapter 58 Rules Screenshot	Component R1.2 - Content, Component R4.1 - Completer Effectiveness	Edit	Delete
1.2.2 Syllabus, EDU 397A	Component R1.2 - Content	Edit	Delete
1.2.3 Syllabus, EDU 433	Component R1.2 - Content	Edit	Delete
1.3.1 Syllabus, EDU 270	Component R1.3 - Instructional Practice	Edit	Delete
1.3.2 Syllabus EDCI 572	Component R1.3 - Instructional Practice	Edit	Delete
1.3.3 Standaard 1.3 Worksheet	Component R1.3 - Instructional Practice	Edit	Delete
1.4.1 Standard 1.4 Worksheet	Component R1.4 - Professional Responsibility	Edit	Delete
2.1.1 DOJ Manual	Component R1.1 - The Learner and Learning	Edit	Delete
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a. Component R1.1 The Learner and Learning

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The Department of Educational Theory and Practice s (ETP) curriculum consists of coursework in pedagogy and content. Coursework is aligned to the Danielson Framework and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Both are integrated throughout the entire program; InTASC standards and assessments are tracked in each course. The **#1.1.1 InTASC Course Alignment Chart** demonstrates how InTASC standards are met at the course level.

Candidates must demonstrate content knowledge, skills, and professional dispositions at specific transition points across all licensure programs in the Educator Preparation Program (EPP). The EPP s assessment system measures growth across all levels of learner development, beginning with the first transition point admission to the EPP. Admission requirements include an overall GPA of 2.65 (undergraduate) and 3.00 (graduate), a content core GPA of 2.65, a general education GPA of 2.65 (undergraduate), completion of a minimum of 45 credits, and a completed criminal background report (CBR). From this point on, key assessments, including a dispositions assessment, a teacher work sample (TWS), and field observations are used to track candidates during sophomore practicum, Junior Field experience/Graduate Practicum, and Student Teaching. These following evidences explain the process in more depth: **#1.1.2 EPP Transition Points; #1.1.3 EPP Application Sample; #1.1.4 EPP Admission Requirements.**

The EPP has developed a protocol for the administration of key assessments. The three key assessments used across

transition points are:

- " Dispositions Continuum for Teaching & Learning Tool
- " Teacher Work Sample (TWS)
- " Observation Tool

The **#1.1.2 EPP Transition Points** include:

1. Admission to the EPP
2. Sophomore practicum (EDU 220L)
3. Junior Field experience (EDU 353/354/355, EDSP 404), Graduate Practicum (EDCI 519), and
4. Student Teaching (EDU 495/EDSP 495/EDCI 584, 585, 586).

The three key assessments are aligned with the Danielson model, Professional Educator Preparation Standards for Montana (#1.1.5 PEPPS Screenshot and the InTASC standards.

(See: **# 1.1.6 Crosswalk PEPPS/Danielson/INTASC/CAEP**). In the following sections, each tool will be described in the context of the relevant InTASC standards.

The **#1.1.7 TWS** was developed by the ETP faculty and community partners as a tool to assess candidates' abilities to plan effective instruction, monitor student progress and adjust, and reflect on their teaching. The TWS aligns with the Danielson Teaching Framework, InTASC standards, and the PEPPS Standards. Candidates choose a topic of study based on standards and unit instructional outcomes and administer a pre-assessment before designing a 3-5 lesson unit. After each lesson within the unit, candidates conduct a formative assessment to adjust their instruction as needed. At the end of the unit, they administer a summative assessment, analyze the resulting data, and reflect on the assessments and their instruction. The final step is to design a continual growth plan for their own professional development. The lesson and unit plan components of the TWS addresses InTASC standards 1, 2, and 3 by including sections that address culturally responsive/revitalizing practices, trauma-informed practices, positive behavior supports, and lesson differentiation. The teacher work sample is completed during the Junior Field experiences and Student Teaching. Students are evaluated using a 3-point scale: Needs Improvement, Sufficient, and Proficient using the #1.1.8 TWS Rubric. The TWS has strong alignment to the InTASC Standards and to the Danielson Framework. (See also **#1.1.6 Crosswalk PEPPS/Danielson**).

The **#1.1.9 Dispositions Tool** measures professional attitudes, values, and understandings, all supporting teaching and learning. The tool is used in sophomore practicum, Junior Field/Graduate Practicum, and Student Teaching. It allows for reflection concerning the teacher candidates' dispositional development. The Dispositions Tool includes eight dispositions, each comprised of several components. Two dispositions specifically address learner development, learner differences, and the learning environment: belief in growth and respect for difference. The Dispositions tool also measures personal biases through the self-awareness component. Using the dispositions tool, faculty, Cooperating Teachers, and University Supervisors evaluate students using a four-point scale: Unacceptable (1), Developing (2), Proficient (3), and Professional (4). Candidates are required to achieve a minimum of a 2 (Developing) in each of the areas to complete the experience successfully and to progress in the program. It is not expected that teacher candidates will achieve a professional level because these attributes are more likely to be visible after completion of two years of in-service teaching.

The **#1.1.10 Observation Tool**'s purpose is to facilitate the observation and evaluation of candidates' teaching skills. Paired with the TWS, supervisors can holistically evaluate candidates' planning, instruction, and assessment. This tool is aligned to the Danielson Framework for Teacher Evaluation and focuses on three of the four domains within the Danielson Framework: Classroom Environment (Domain 2), Instruction (Domain 3), and Professional Responsibilities (Domain 4). In the framework, each domain is divided into several smaller components. Each component is rated on a three-point scale: Proficient (3); Sufficient (2); or Needs Improvement (1). Candidates are required to achieve a minimum of a 2 (Sufficient) in each of the areas to complete the experience successfully and to progress in the program. The following components in the tool demonstrate an understanding of diversity of student needs. Within the tool, the Domains of Classroom Environment and Instruction contain components that focus on diversity (See also **# 1.1.6 Crosswalk PEPPS/Danielson**) including Component 2a, Creating an Environment of Respect and Rapport, and Component 2e, Organizing Physical Space.

In addition to the requirements and assessments at each transition point, candidates must also successfully complete EDSP 204 Introduction to Teaching Exceptional Learners and NASX 105 Introduction to Native American Studies or EDU 315 IEFA (Indian Education for All) in the Montana Classroom. These courses are required for state licensure and help prepare candidates to work with diverse populations, including students with varying needs and abilities, and Montana's Native American communities. During earlier coursework, students learn about learner developmental needs and stages. In methods courses, they learn more specifics about development in different disciplines (e.g., language arts, math, science, social studies). Finally, in Junior Field, Graduate Practicum, and Student Teaching, they apply what they have learned in greater complexity through applied practice, measured by the TWS and Observation of Teaching. (**#1.1.1 InTASC Course Alignment Chart**).

Candidates also work with families in the on-campus Reading and Learning Clinics. EDU 438 Literacy Assessment, Diagnosis,

Instruction (Reading Clinic) is required for all elementary education majors; candidates tutor children from the community in a one-on-one setting. As a part of the course, the candidates communicate with the family during drop-off and pick up times. They also compile a clinical report at the conclusion of the course and lead a parent-teacher conference. Special education majors have an added opportunity in that they take the Learning Clinic course (EDSP 402 Individualizing Curriculum). In this experience, candidates work with families in a similar way to the Reading Clinic, by tutoring children in math, reading or writing, depending on the student needs. Although secondary majors do not have direct experience working with families, EDSP 204 Introduction to Teaching Exceptional Learners and the graduate equivalent, SPED 540 Education of Exceptional Learners, address working with families. (**#1.1.1 InTASC Course Alignment Chart**).

Candidates are evaluated using all three instruments at a variety of checkpoints in the program. Currently, the dispositions assessment is conducted during sophomore practicum, Junior Field/Graduate Practicum, and Student Teaching. The faculty recognize that the assessment should be given earlier and more frequently, and plan to implement a new procedure beginning Fall 2024 in which candidates are assessed twice a semester across all courses. (**#1.1.11 Professional Dispositions Policy Procedure**.)

Observations and the TWS are completed during Junior Field/Graduate Practicum and Student Teaching as well. The fourth and final checkpoint is upon program completion. The EPP uses a state assessment rubric to determine eligibility for licensure and as evidence of content and pedagogical knowledge that impacts P-12 student learning, which is The Montana Assessment of Content Knowledge (MACK). The MACK verification rubric includes three components evidencing content knowledge: the Praxis Test, the candidate's Content Knowledge GPA, and an Assessment of Content Knowledge form completed by the Cooperating Teacher during the candidate's Student Teaching experience (**#1.1.12 MACK Worksheet**). The Director of Field Experiences and Licensure ensures all components are completed before sending applications for licensure to the state Office of Public Instruction (OPI) for review.

The Standard 1.1 **Worksheet (#1.1.13)** demonstrates the proficiencies of students across three cycles of data. By the completion of Student Teaching, most students are performing at the proficient or sufficient level in InTASC standards 1, 2 and 3, as demonstrated by the triangulated data in all three tools: the Dispositions Tool, the Observation Tool, and the TWS through three cycles of data: Fall 2022, Spring 2023, and Fall 2023.

b. Component R1.2 Content

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Specialty areas within the EPP are approved through a state accreditation process by the Montana Office of Public Instruction (OPI). Through this process, programs are responsible for ensuring alignment to the Administrative Rules of Montana, Chapter 58 (**#1.2.1 Chapter 58 Rules Screenshot**). The state accreditation process is administered alongside the CAEP process; the last state review was in 2017 and the upcoming state review will occur in April 2025.

Equity, diversity, and accessibility are cornerstones of the EPP, and these principles are integrated throughout the program. The EPP also supports community involvement and field experiences which allows candidates to have diverse experiences in the Billings and surrounding area. Beginning in freshman or early sophomore year, candidates are required to take the course, EDU 105 Education and Democracy, which prepares them for teaching in a democratic society, viewing education through a broad lens, and focusing on the importance of education within the community. In the required course, EDSP 204 Introduction to Teaching Exceptional Learners, candidates gain a deeper view of inclusivity for children with special needs in a least restrictive environment. Candidates understand central principles of inclusion and practice implementation of these skills via field experiences in community settings such as Eagle Mount, an adaptive recreational program, and Special Olympics. As candidates progress through the program and into their methods courses, diversity and inclusion are also addressed. For example, in the required literacy courses, EDU 397A Methods: K-8 Language Arts and EDU 433 Reflective Practices in Teaching Reading, candidates are required to understand and apply principles of culturally relevant instruction within authentic teaching experiences in local schools. In EDU 433, they learn various approaches to support culturally responsive instruction which is assessed using the literacy development unit. (See **#1.2.2 Syllabus, EDU 397A** and **#1.2.3 Syllabus, EDU 433**: Additional examples are included in the **#1.1.1 InTASC Course Alignment Chart**.)

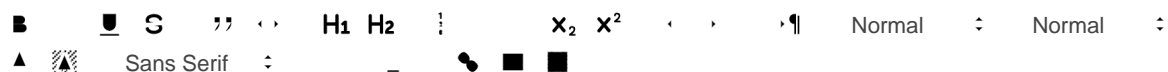
Use of key assessments assure candidates grasp these concepts of diversity and inclusion. The **#1.1.7 TWS** measures student

application of content knowledge in field experiences. There is a focus on diversity and inclusion by including components such as Indian Education for All and trauma-informed instruction. The **#1.1.10 Observation Tool** measures knowledge of content by examining four areas: culture for learning, communication with students, engaging in student learning, and flexibility and responsiveness. These key areas are then observed within a live lesson. The **#1.1.9 Dispositions Tool** also measures candidates' dispositions in ten areas, including Area #2, Respect for Difference. Candidates are required in all methods courses to successfully create learning experiences in the target content areas (**#1.1.1 InTASC Course Alignment Chart**). Several of these courses also require candidates to implement those lessons into a school setting or out-of-school setting (such as Boys and Girls Club or Eagle Mount for children with special needs) with P-12 students. The dispositions tool is introduced to sophomores during their sophomore practicum and then is formally administered during Junior Field and Student Teaching. The ETP will also begin collecting this data twice a semester in each course which will help faculty better understand where individual students are thriving and needing improvement.

The **#1.2.4 Standard 1.2 Worksheet** displays triangulated data collected through all three key assessments (TWS, Observation Tool, and Dispositions Tool) through three cycles of data: Fall 22, Spring 23 and Fall 23. From this triangulated data, it can be noted that candidates are performing at sufficient or proficient levels at the conclusion of Student Teaching, with noted growth from Junior Field/Graduate Practicum. Faculty reviewed this data during a data dip (a meeting in which faculty and staff review a segment of data) on April 16, 2024, and noted that additional training may be needed for Cooperating Teachers (CTs) who complete the dispositions data for Student Teaching, which may improve inter-rater reliability. Faculty also noted more consistency with Junior Field/Graduate Practicum data, which is assessed by University Supervisors and the Director of Field Experiences and Licensure, who have been trained.

In addition to these tools, content knowledge is also evaluated by the MACK at the conclusion of the program. This three-pronged assessment measures includes three areas: Content GPA, Assessment of Content Knowledge (completed by a Cooperating Teacher) and Praxis score. When examining this data, scores have been relatively consistent throughout the entire data cycle, which the ETP began tracking in 2017. (**See #1.2.5 MACK Scores**).

c. Component R1.3 Instructional Practice



Candidates have multiple opportunities to implement best practices using assessment, planning for instruction, and instructional strategies in their methods courses and field experiences. Near the beginning of the program, candidates take EDU 381 Curriculum Theory and Design or EDCI 500 Curriculum Development, which delves into basics in designing instruction. Another required course for all undergraduate elementary and most secondary majors is EDU 383 Assessment in Education, which addresses the design and implementation of assessment in education. Further in the program, candidates take a variety of methods courses. For elementary education majors, this entails coursework in core subject areas of literacy, math, science, and social studies, in addition to coursework in art, music, and physical education/health methods. Secondary majors take a methods course in their specific content area, and each of these courses embeds instruction and assessment into the content of the course. To further address assessment, all elementary and special education majors take EDU 438, Literacy Assessment, Diagnosis, Instruction (Reading Clinic), in which they gain practice administering assessments and then use the data to make informed decisions about instruction. The **#1.1.1 InTASC Course Alignment Chart** further addresses how the EPP meets InTASC Standards 6, 7 and 8.

Learning increases in complexity throughout the program. (**See #1.1.1 InTASC Course Alignment Chart**). During methods courses, candidates are provided heavy support in designing and implementing instruction. In Junior Field/Graduate Practicum courses, candidates are provided with mid-level support in designing and implementing instruction, and they are always supervised by the Cooperating Teacher. During Student Teaching, candidates are expected to design and implement instruction with minimal support and engage in a minimum of one week of full-time teaching in which they are solely responsible for the classroom. As candidates move closer to becoming a licensed teacher, they should have more responsibility, again embracing the gradual release of responsibility model.

Candidates use technology throughout the program. All candidates must complete an educational technology course in which they are formally and informally evaluated through completion of assignments. In EDU 270 Instructional Technology and EDCI 572 Introduction to Educational Technology, candidates are introduced to the International Society for Technology in Education (ISTE) standards. The course is also aligned to the ISTE standards and incorporates Substitution, Augmentation, Modification,

Redefinition (SAMR) modeling. (#1.3.1 Syllabus, EDU 270 and #1.3.2 Syllabus, EDCI 572.)

The instructor for EDU 270 is one of a few ISTE certified instructors listed for the state of Montana. To receive the certification, the instructor submitted course materials for EDU 270 and EDCI 572 to ISTE to ensure alignment to ISTE standards. The ETP has been working towards further integration of technology in coursework and assessment. For instance, this ISTE certified faculty member offers technology talks at each of the ETP faculty meetings, and many faculty members embrace technology in their classes. Further implementation of the ISTE Standards is a goal of the ETP moving into the 2024-2025 school year. In addition, candidates are expected to implement technology when completing their #1.1.7 TWS.

Inclusive practices are integrated throughout the curriculum, beginning with EDU 105 Education and Democracy, where candidates embrace concepts of a just and equitable society and in EDSP 204 Introduction to Teaching Exceptional Learners and SPED 540 Education of Exceptional Learners, where candidates learn about inclusion. These topics are continually addressed in a variety of ways, such as the inclusion of multicultural literature in EDU 331 Literature and Literacy for Children, or in EDU 397B Methods: K-8 Social Studies, where candidates learn more about culture and biases as demonstrated in #1.1.1 InTASC Course Alignment Chart.

Concepts of assessment and instruction are measured with each of the key assessments. Students are expected to identify potential biases and adapt instruction for diverse populations. The #1.1.9 Dispositions Continuum for Teaching & Learning Tool

(Disposition #2); the #1.1.7 TWS Rubric (see 3.2 in rubric: and the Observation Tool (2a) provide evidence of equity and inclusive practices. The TWS sets expectations for use of Indian Education for All (a state law requiring the inclusion of Native American heritages, histories, and cultures in schools) and technology, in addition to more general assessment and instructional practices. For example, candidates must provide evidence of pre- and post-assessment in their lessons, and consequently, are using data-based decision making. The Observation Tool #1.1.10 also measures concepts related to assessment and instruction.

Data indicates the candidates within the EPP can demonstrate proficiency in the areas of instruction and assessment through the following results as measured by the three key assessments. (#1.3.3 Standard 1.3 Worksheet). In addition, TWS data shows the following proficiencies in the areas of technology and cultural integration.

d. Component R1.4 Professional Responsibility

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The EPP requires undergraduates to successfully complete the course EDU 406 Philosophical, Legal and Ethical Issues, and graduates to complete the course EDF 515 Social and Philosophical Issues in Education. Candidates must achieve a grade of C or higher in these courses to progress in the program. In the course EDSP 410 Supporting Diverse Learners Through Collaboration, candidates learn about working with a team of both special and general education professionals within a school setting. (See #1.1.1 Standards Alignment Chart).

Candidates are provided with feedback regarding their professional learning and ethical practice at several checkpoints within the program through the #1.1.9 Dispositions Tool. Candidates are expected to receive a rating of 2 or higher on a scale of 1-4. There is also a red flag component to alert faculty and supervisors to immediate issues. Candidates receiving less than a 2 or a red flag are given counsel by the faculty and action is taken to remediate the problem. On the tool, the following sections address professional responsibility:

- " Section 3: Humility Candidates strive to learn from others.
- " Section 5: Self-Awareness Candidates reflect and examine their own perceptions and behaviors on others.
- " Section 6: Reflection Candidates take responsibility to reflect and incorporate feedback.
- " Section 7: Honesty and Ethics Candidates exhibit integrity and behave ethically.

Data is collected at the three checkpoints and examined across the candidates level in the program. Candidates are given formative and summative feedback using the tool. The #1.1.11 Dispositions Policy Procedure further outlines the intended procedure. In Fall 2024, we intend to implement training for Cooperating Teachers.

The #1.1.7 TWS also informs professional responsibility. In section 1.1, Preparation through Collaboration, candidates write a reflection about their collaboration with their Cooperating Teacher to develop their unit. In section 1.2, Creating the Continual

Growth Plan, candidates choose an area from the Danielson Framework they would like to develop more. Candidates develop reflective questions and then answer the questions using resources and research. Finally, as candidates complete their lesson, they engage in a written reflection. Data is aggregated across learning levels and by question. Data indicated proficiency or sufficiency in all areas (See **#1.4.1 Standard 1.4 Worksheet**).

Evidence

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a. Component R2.1 Partnerships for Clinical Preparation

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The Education Theory and Practice Department (ETP) has built clinical partnerships with Learning Education Agencies (LEAs). ETP faculty and LEAs coordinate clinical experiences. The Director of Field Experiences and Licensure (DFEL) works with these partners to place candidates in their required field experiences for all Junior Field/Graduate Practicum and Student Teaching experiences.

Candidates must clear a Department of Justice Criminal Background Report (CBR) before engaging in clinical experiences. This process involves candidates completing an initial fingerprint based national FBI background check that requires a notarized self-disclosure document indicating they will immediately disclose any new criminal arrest(s) and/or conviction(s). These CBRs are valid for two years, and it is the responsibility of the student to complete a new CBR should theirs expire before finishing all field experiences. A break in attendance of one year or more in the EPP requires the candidate to complete the fingerprint process to obtain a new CBR to re-enter the EPP or to take pre-program coursework involving field experiences. The Field Experience office in the COE monitors the background checks prior to all field experiences as well.

An additional CBR is completed and required to apply for Student Teaching, regardless of proximity of the last CBR conducted for the student. The only students exempt from the pre-Student Teaching CBR are those candidates who are a licensed teacher in MT and who are actively working in a school and have completed a CBR for employment. For this purpose, licensed teachers are identified as: provisionally licensed in the state of Montana with a Class 5 provisional license, or fully licensed Class 1 or 2; or they are an educator participating in an Office of Public Instruction (OPI) teaching internship.

MSUB ETP adheres to all procedures to ensure privacy and security of candidates Criminal History Record Information (CHRI) to meet the Montana Department of Justice (DOJ) along with the Federal Bureau of Investigation (FBI) rules. Regular audits are performed by the MT DOJ and can be performed by the FBI. The DFEL also maintains close relationships with the DOJ and MT OPI to ensure that determinations of eligibility for students with a mark on their record are handled the same as it would be for licensure and employment in school districts as evidenced in the **#2.1.1 DOJ Manual**.

Partnerships between EPP advisors and discipline-specific advisors from the College of Liberal Arts and Social Sciences as well as the College of Health Professions and Science have been established. These disciplinary partners often collaborate with the DFEL for clinical placements. Also, any curriculum changes proposed by the disciplinary partners are discussed with the EPP.

The ETP has co-constructed partnership agreements (PAs) with many Institutes of Higher Education (IHEs) in the state and region. MSUB works to resolve student transfers even when articulation agreements have expired. The following Tribal College and Community Colleges in the state have current formal 2+2 partnership arrangements that allow students to move seamlessly from the two-year colleges to MSUB and EPP coursework and clinical preparation: Chief Dull Knife College, Miles Community College, and Dawson Community College (**#2.1.2: Articulation Agreements**).

Teacher candidates who begin their academic journey with these partners are engaged in clinical work comparable to MSUB s curricular requirements. When the agreements are constructed, MSUB and the two-year colleges collaborate on these experiences to meet course requirements. These partnerships also provide opportunities for the EPP to work with culturally,

economically, and academically diverse candidates that also can lead to clinical placements in tribal communities and rural areas, particularly in Eastern Montana. They have mutual benefits; MSUB benefits by having teacher candidates who are well-prepared for their work at the upper division levels and two-year colleges benefit by having teacher candidates who return to their home communities.

In addition to LEA partnerships for foundational work, the EPP has also co-constructed several Memorandum of Understandings (MOUs) with P-12 clinical partners to support candidates' clinical preparation. (**#2.1.3 P-12 Partners MOUS**).

- Billings Public Schools
- Boys and Girls Club
- Corvallis School District
- Eagle Mount
- Explorer s Academy
- Frenchtown School District
- Friendship House
- Hardin Public Schools
- Havre Public Schools
- Helena School District
- Hellgate Elementary School District
- Huntley Project Public Schools
- Laurel Public Schools
- Lockwood Public School
- Sentinel High School
- Sheridan WY
- Sidney School District
- Special Olympics Young Athletes
- St. Ignatius School District
- United Way
- West Ada ID
- Wibaux School District 6

These collaborations include partnering with district administrators, school administrators, teachers, and other school and district staff. The DFEL communicates regularly with clinical partners prior to, during, and after clinical experiences. For example, before setting up the clinical placements, the DFEL and school district leaders work together to select Cooperating Teachers (CTs) and determine preparation needs, such as training for new CTs and clarifying expectations of both the school district and MSUB. During the placements, the DFEL, the University Supervisors (USs), and the CTs meet regularly to identify issues of concern and celebrate milestones of teacher candidates. If there are serious concerns, a plan of improvement is created and implemented by all involved. After clinical experiences are completed, the DFEL and P-12 partners finalize assessments and discuss areas needing improvement if necessary.

The COE aims to ensure that partnerships with our collaborating schools and community organizations are mutually beneficial. For example, CTs may learn innovative practices through their teacher candidate and of course the candidate learns best practices from an expert teacher. P-12 students benefit from having an additional teacher in the room for support and teacher candidates learn critical skills in developing respectful relationships with students. CTs are also offered a stipend or course credits for mentoring a candidate which can be used toward continuing education units for licensure.

As mentioned above, USs serve an essential role as liaison and communicator between the EPP and the school sites they visit. As clinical educators themselves, they are in frequent communication with the CTs who host the student teachers they observe. In turn, USs maintain regular contact with the DFEL and are often on the frontline regarding advocacy for the student teachers they supervise. Common points of advocacy may include the need for support, remediation, or even disciplinary review, in some instances. Should the need arise for a formal plan of improvement, USs also play a vital role in monitoring and assessing improvement plans and progress of teacher candidates (**#2.1.4 University Supervisor Agreement**). USs receive a stipend and benefit professionally as a leader in an educational setting while giving back to their chosen profession.

The EPP is prepared for instances of candidates petitioning to move through the program using alternatives to the program guidelines, including rules and regulations that govern clinical preparation (e.g., alternative requirements around Junior Field, Graduate Practicum, or Student Teaching). The Petitions Committee is comprised of teachers, administrators, and COE faculty and staff (**#2.1.5 COE Appeals and Petitions Committee Roster AY 2023-2024**). This committee reviews requests for deviations from plans of study or teacher licensure requirements monthly, including clinical preparation requirements, except during months that fall in a university break (winter and summer). If a petition need arises during a break, they are then reviewed

by the Department Chair and Dean. Due to changes in state licensure requirements, petitions to waive pre-service clinical practice have become frequent. For example, some undergraduate students have been offered and have accepted Emergency Authorization Employment contracts, meaning they are teachers of record in their own classroom. This requires them to have a different placement and supervision situation than is the normal practice. Upon careful review of the petitions, the committee makes a recommendation to the Dean of the COE who reviews the decision and indicates support for or in opposition to the decision. The petitioner is notified of the decision through a formal letter. Should a petition be submitted during a university break that needs a decision before the next scheduled meeting, the petition process is escalated to the Department Chair (if available) and/or the Dean of the College of Education for decisions. Members of the Petitions Committee receive satisfaction from their ongoing involvement with the EPP and their ability to ensure the requirements are met, and the teacher candidates complete their program prepared to meet the needs of their future students. Committee by-laws can be found here: (**#2.1.6 Petitions Committee Bylaws**).

Finally, there are three state-wide partnerships that help support candidates' clinical experiences. The first is the Montana Council of Deans of Education (**MCDE: #2.1.7 MCDE Screenshot**). The MCDE is comprised of all the public and private EPPs in Montana and meets quarterly through in-person or virtual meetings. The MCDE provides support and feedback to the EPPs regarding assessment of clinical preparation, and accreditation in Montana. One of the roles of the MCDE is to inform public policy and accreditation standards related to education and educator preparation including clinical preparation in Montana. The group also develops shared vision, goals, and model processes and programs, while recognizing and honoring the unique contribution and strengths of each EPP. The MCDE also conducts joint communication with OPI and the Montana Board of Public Education related to clinical preparation. Partnerships through MCDE have facilitated shared clinical assessments and field placements for candidates who wish to student teach in other areas of the state.

A second state-wide partnership is the Higher Education Consortium. HEC is a community of general and special education faculty and administrators from all EPPs in Montana, including MSUB. In fact, two MSUB faculty have served as co-leaders of HEC from 2021 to the present. HEC meets twice a year to discuss critical issues and share ideas in clinical preparation and other areas of shared interest. A significant aspect of HEC is the collective engagement of the group in connecting general and special education areas of focus. HEC conversations have a positive impact on the EPP through collaborative problem solving of shared challenges, including challenges in clinical preparation and effective methods for assessing clinical experiences.

The third state-wide partnership is a collaboration with the Montana Association of School Superintendents (MASS). The EPP attends the monthly Region 3 MASS meeting and often presents issues important to the EPP. Through this partnership, the EPP gains insight into issues in clinical preparation pertinent to P-12 in the region. The EPP shares with P-12 partners developments in clinical preparation. The relationships created through decades of participation with MASS assists with co-constructing clinical practices and requirements, facilitates placements in field services, assists in addressing licensure issues, and facilitates professional placements for EPP candidates.

b. Component R2.2 Clinical Educators

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The vision of the Department of Educational Theory and Practice (ETP) embraces inclusivity and diversity within the community. Diverse students means P-12 educators have an appreciation for ability, age, citizenship status, creed, cultural background, ethnicity, family model, gender identity and expression, health status, national origin, political ideology, race, religious affiliation, sexual orientation, spiritual affinity, size, socioeconomic class, and veteran status (**#2.2.1 ETP Vision Screenshot**).

The definition of diversity is critical to the discussion of clinical experiences because the EPP hold candidates to professional dispositions that value and respect diverse students while they are in the field. The EPP also continually teaches students in their coursework to work with diverse students, which they demonstrate during their clinical experiences as well. The MSUB EPP relies upon the expertise of clinical educators University Supervisors (trained, affiliated, and compensated under the auspices of the EPP) and Cooperating Teachers (trained, affiliated with the EPP's partner schools, and compensated under the auspices of the EPP) (**#2.2.2 Cooperating Teacher Agreement**) to oversee, supervise, and nurture the EPP's candidates during field experiences, Student Teaching, and internship placements.

Cooperating Teachers are selected based upon agreed-upon criteria, co-established by the Director of Field Experiences and Licensure and partner school districts. The following criteria exemplify the considerations used in this process:

The Cooperating Teacher:

- " Demonstrates excellence in teaching, as documented by district evaluations.
- " Maintains a positive classroom environment characterized by proactive interpersonal skills and effective management techniques.
- " Structures a functional instructional program that features initial planning, comprehensive delivery, formative and summative evaluations of students, and adjustments of curriculum materials and instructional methods to meet students' needs.

The Cooperating Teacher must:

- " Be certified in the field(s) in which the student teacher is seeking certification.
- " Be employed as a full-time teacher during the term the student teacher is assigned to him/her.
- " Have at least three years of experience (or is tenured) and other qualifications as required by the district.

The Cooperating Teacher must:

- " Look upon sponsorship of a student teacher as a contribution to the profession.
- " Demonstrate flexibility and a willingness to share responsibility for the classroom.
- " Demonstrate ability to objectively assess the student teacher's instructional performance.
- " Demonstrate ability to provide frequent, specific performance feedback.
- " Demonstrate ability to help the student teacher become a reflective practitioner.

The role of the University Supervisor is also explained in the **#2.2.3 Student Teaching Guidebook** and the **#2.1.4 University Supervisor Agreement**.

University Supervisor roles are filled by:

- " Retired educators (former P-12 teachers, principals, and superintendents)
- " Onsite administrators
- " MSUB College of Education Faculty
- " MSUB Director of Field Experiences and Licensure

This important clinical educator role provides the EPP with an essential link to the field, sharing critical feedback in the process of continuous improvement. University Supervisors are trained on an annual basis, to support program consistency. University Supervisors also attend Student Teaching Seminars two per semester to stay abreast of any changes in the guidebook, assessments, etc. Video training and webinars on key assessments and programs are also available at-will for University Supervisors to reference as needed or desired.

University Supervisor and Cooperating Teacher Training and Support. Until three years ago, the ETP had a core group of University Supervisors and CTs that had been trained in mentoring and administering key assessments. Within the last three years, the ETP has had several transitions that are now resulting in revisions to the training. Transitions include the following:

- " Large numbers of teachers have retired;
- " Significant staffing changes to due retirement/moving onto other positions;
- " Creation of new key assessments;
- " Adoption of a new assessment management system (TEVERA) that all CTs, USs, and students are learning.

The ETP is working to implement the following:

- " Offering asynchronous key assessment training within the Tevera system that CTs and USs can complete on their own schedule.
- " Inviting CTs and USs to Junior Field and Student Teaching workshops.
- " Continue intentional communications between the DFEL and CTs and USs to answer ongoing questions.

c. Component R2.3 Clinical Experiences

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The MSUB ETP implements a gradual immersion approach to clinical experiences for teacher candidates. Faculty and staff work in collaboration with community partners to develop beneficial experiences for the community partners and MSUB students. Each experience is co-created by faculty/staff and community partners. Undergraduate field experiences begin with

observations in lower-division courses, such as EDU 220/220L Human Growth and Development/Lab and EDSP 204 Introduction to Teaching Exceptional Learners in which students are placed in a LEA partner location to make connections and reflect upon course concepts and practice. This is followed by several undergraduate upper-division/graduate methods-based clinical experiences in which students teach individual lessons or units of learning with P-12 students in tutoring, small group, or whole class experiences (**# 2.3.1 Graduated Clinical Experiences**).

As students near the end of the program, they are more fully immersed into clinical practice during the Junior Field/Graduate Practicum courses in which they are placed in clinical settings for 65 hours with a Cooperating Teacher and formally assessed with the EPP Key Assessments Teaching Observation Evaluation, Disposition Observation Evaluation, and Teacher Work Sample Rubric. Finally, teacher candidates are fully immersed in Student Teaching as their final clinical experience, which involves full-time placement with a Cooperating Teacher and University Supervisor (**#2.3.2 Junior Field Syllabus** and **#2.3.3 Graduate Practicum Syllabus**).

To monitor progress between early experiences through Student Teaching, aspects of the TWS and Observation Evaluation are embedded within course assignments. A bi-semester Dispositions Check-in has recently been developed (to be implemented beginning Fall 2024) that all faculty will use to evaluate each student in their courses. This will aid in identifying students who may need improvement along the way.

All Junior Field/Graduate Practicum experiences, Student Teaching, and internship placements are made through the COE's DFEL who communicates regularly with partner schools, to ensure that candidates are prepared to visit the school and the school knows what type of field experience is appropriate for each course.

Candidates attend a Student Teaching Application Workshop the semester before they plan to student teach. During this session candidates learn the application process, general placement information, and are reminded of licensure requirements, including the need to take the Praxis exams associated with their desired license/endorsements before Student Teaching. There are also two seminars – one at the beginning of the placement, and one at the end during the Student Teaching semester that candidates are required to attend. Candidates who are outside the 250-mile radius are allowed to attend virtually to avoid overnight travel. In the first seminar, candidates are made aware of all requirements as outlined in the **#2.2.3 Student Teaching Guidebook** including where to access necessary forms, as well as instructions on licensing, after placement is complete. In the second seminar, candidates are coached on best practice interviewing skills and final preparations for licensure, in addition to reflection and evaluation of their experience.

Candidates' field and clinical experiences are evaluated using key assessment rubrics (two observations, one dispositions evaluation, and one teacher work sample) which are completed by university faculty members, the DFEL, University Supervisors, and Cooperating Teachers.

The culminating clinical experience for all EPP candidates is a one-semester Student Teaching experience. In addition, MSUB has recently joined OPI's Teacher Residency program to offer year-long Student Teaching experiences (begins Fall 2024). Student Teaching is limited to seniors or post-baccalaureate candidates who have successfully completed all content coursework for their endorsement area(s) and all professional education courses, prior to the clinical experience. Candidates apply and meet with the DFEL to discuss placement preferences and availability of sites. Although preferences are considered, they are not guaranteed. The priority on placement is that students are placed in contexts that match their licensure area(s) with CTs that meet the criteria and in schools where MOUs have been established. Placements can include those found on the list below.

Placement Examples:

- " Public P-12 settings, including small, rural schools;
- " Private schools, if properly accredited;
- " Out-of-state placements meeting the same criteria as Montana schools, if appropriate, supervision can be arranged, and if approved by the faculty advisor and Director of Field Experiences and Licensure. Candidates need to have a 3.0 GPA to complete their Student Teaching out-of-state;
- " Alternative settings, provided they meet program and accreditation requirements (e.g., alternative high school settings);
- " Overseas placements through the Department of Defense School System; and
- " Overseas placements, arranged through cooperating universities or with schools directly, and that meet program and accreditation standards.

For all proposed placements, the DFEL partners with the relevant school district, which reviews candidate applications and determines whether a suitable placement is available. They also draw up a MOU if one does not already exist. Student Teaching placements are governed by a set of reasonable restrictions within which candidates may not make a placement for request. Those restrictions are:

- " Placement in a high school where the candidate attended within the last eight years;
- " Placement in a school or district where a relative is an administrator;
- " Placement in buildings where parents or other close relatives are employed, or where their children or close relatives attend; nor may a relative serve as a candidate s Cooperating Teacher or University Supervisor.

The ETP strives for diverse placements, although there are some geographic limitations. In Montana, the majority (76% or more) of K-12 public school students are white. The next largest ethnic group is Native American students, comprising approximately 10% of the public school population. Hispanic students make up roughly 6% of the K-12 student population, and students who consider themselves multi-racial approximately 5%. Black, Asian, and Pacific Islander students together account for less than 2% of the K-12 student population. Though our candidates work primarily with white students, they experience diversity in many other ways. See **#2.3.4 Diversity Charts**.

When making placements, consideration to the school s location (i.e., urban vs. rural), and student characteristics such as special education placement, socioeconomic status, English Language learning, and living situation is given. The ETP places candidates in over 20 districts across the state each semester. Thus, the data that follow are representative of public school students in the state of Montana from Academic Year (AY) 2021-2022 AY to AY 2023-2024.

From Spring of 2022 to Spring of 2024, the Field Experiences office in the ETP made 358 field placements. Of those, 344 were in Montana 165 in the Billings School District and 179 across the rest of the state. The majority of Montana is considered rural. There are only five metropolitan areas (populations of 50,000 or more) across the state: Billings, Bozeman, Helena, Great Falls, and Missoula. Outside of these areas, placements are considered rural, a characteristic with its own complexities. Candidates are even placed in one- and two-room schoolhouses, of which there are about 100 across Montana.

Students with disabilities and English Language Learners are two important populations to consider within the classroom. Approximately 13% of K-12 public school students in Montana receive special education services. Of those, 57% are in their regular classrooms for 80% or more of the day. Another 30% are in the regular classroom 40% - 79% of the day. English Language learners are another population with unique needs. Between 2.5% and 3% of K-12 public school students in Montana are English Language learners. Thus, our candidates learn to meet the needs of students with disabilities quite frequently in their field experiences and may also be required to support students who do not speak fluent English.

Finally, one of the most frequent ways our candidates experience diversity is through teaching students of varying socioeconomic status. Over the past three academic years, between 37% and 46% of K-12 public school students were eligible for free or reduced lunch. Moreover, roughly 3% of students were experiencing homelessness at any given time. These data indicate candidates are also learning how to appropriately support students of varying socioeconomic status and in challenging living situations.

Beginning in Spring Semester of 2024, an electronic platform, Tevera, was introduced to house and track all assessments, hour logs, observations, and applications for placements. In Spring 2024 Junior Field Students and Student Teachers were introduced to this platform, with all other classes joining in Fall of 2024. This platform houses training for Cooperating Teachers, University Supervisors, students, as well as the assessments, applications, forms, background check dates, placement information, and syllabi for classes. It will also be able to track all standards, growth, timesheets, and reports for students as they progress through the program at MSUB. This new platform is offering more organized and accessible means for keeping track of data, and so far, feedback from CTs has been positive.

Evidence

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a. Component R3.1 Recruitment

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State Demographics
According to the 2020 Census, Montana is classified as rural state with a population of 1,112,826 million, which represents 7.4 residents per square mile and is home to seven American Indian reservations with Native Americans being the largest minority in the state. Information on the MSUB student population indicates that the student body is predominantly white (88.7%), American Indian and Alaska Native (6.5%), Black (0.6%), and Hispanic (4.5%).

MSUB Demographics
MSUB total enrollment in Fall of 2023 was 4,092 students. The COE has the smallest number of undergraduate students and the largest number of graduate students on campus. Students are from across Montana, there are also students from out-of-state and there is also a presence of international students on campus as well. (**#3.1.1 MSUB Student Demographics**).

State Needs
The Office of Public Instruction (OPI) provides information on the needs in Montana. According to the most recent news release in January 2023 from the Superintendent of Public Instruction, the top three critical teacher shortage areas in the state in 2022-2023 are: Elementary (492 needed); Special Education (259 needed); and Mathematics (188 needed). (**#3.1.2 Critical Quality Educator Shortage Report**).

Montana also supports schools having difficulty hiring a special education teacher because of the lack of applicants. In 1987, Montana's OPI Special Education Endorsement Project began to address this need with MSUB taking a leadership role in this project. School districts having difficulty hiring a special education teacher can apply to the project for a licensed teacher to fill a special education position. The licensed teacher hired by the school district is given three years to complete their special education endorsement while they teach in the special education position.

Diversity
The #2.2.1 ETP Vision reflects the commitment to prepare future educators to teach the diverse student population. MSUB welcomes and recognizes students from diverse backgrounds. There are several efforts made across campus to recruit diverse populations. For example, the Native American Achievement Center employs a new student specialist who travels to the seven tribal nations in Montana who assists transfer students. Also, ETP faculty travel to community and tribal colleges to assist with advising from a two-year setting to MSUB. There are also articulation agreements with tribal colleges, as discussed in Standard 2.

Each semester an international food fair is held, reflecting different groups on campus and there are various student organizations specific to these students. The campus houses a Native American Achievement Center (NAAC) to welcome and support Native American students. An annual Pow Wow is held on the campus for students and community members. Other student organizations to support minority students on campus, include a Diversity Center, a Hispanic Club, Intertribal Indian Club, Black Student Union and OUT, an organization for the LGBTQ+ population. There is also SafeZone training offered on campus, which further educates faculty and staff on understanding the LGBTQ+ population. On campus, there is also a center that celebrates Hispanic culture, called LaPlaza.

The ETP is developing international opportunities for students, including opportunities in Belize and Italy. Contacts have recently been established with schools in New Zealand and, to date, several students have finished Student Teaching there. The Office for International Studies has been awarded multi-year funding to develop faculty expertise in international studies, it is anticipated that the COE faculty will increase education-specific international opportunities for students.

Diversity among faculty in the Department of Educational Theory and Practice (ETP) in the COE as follows. Gender of faculty are reported as female (22) and male (4). Faculty members who identify as white (21), American Indian/Alaska Native (1), Asian (2) and unknown (2). Faculty positions in the department are all tenure-track positions: tenured faculty (5) and non-tenured faculty (7).

Undergraduate Student Recruitment

On-campus Recruitment Efforts: The Office of Admissions offer tours to prospective students and their families. Campus tours are offered throughout the year and department faculty meet the students in the building, show them classrooms, discuss the programs and answer questions. Brochures about specific programs have been developed and distributed to the advising center on campus. Additionally, preview nights allow high school students and their families an opportunity to learn more about the programs in the college and the various opportunities that MSUB offers students.

The COE is making further efforts in recruiting as well. In Spring 2023, 19 high school students attended the COE Preview Night with fourteen guests. Of those that attended, twelve students enrolled in MSUB for the Fall 2023 semester. Ten of those enrolled in a College of Education program in Fall 2023 and all those students were from Montana with eight of the students from the Billings area.

Off-campus Recruitment Efforts: All inquiries from prospective students interested in the COE programs are forwarded to the Department Chair. The Chair enters the students into a shared recruitment document, where prospective students are delegated to individual faculty for follow up. The document is also used to track the details of faculty responses.

Faculty attend professional conferences in Montana in both education and special education to distribute materials about the programs in the department. The *Montana Federation of Public Employee Conference* is held each year and is the main conference for teachers in the state. The *Montana Council for Exceptional Children Conference* is also held yearly in Montana. Faculty attend both conferences to present and to recruit. Potential students are often from families of teachers attending the conferences. Reading faculty have also had recruitment tables at the *Montana State Literacy Conference*.

Faculty in special education have travelled to the MSU Bozeman campus to recruit students for the special education program. Students at the Bozeman campus can take either special education courses as a concentration or as an endorsement at MSUB.

Articulation agreements with several two-year and tribal colleges are also a part of the recruitment plan (see CAEP Standard 2.1) and faculty have traveled to Chief Dull Knife College to assist with advising students.

Faculty are visible in the schools as they collaborate with teachers to enable teacher candidates to teach lessons as part of methods courses. Through this work, they promote MSUB to children in those classrooms. Faculty also work with the Montana Space Grant Consortium to highlight undergraduate opportunities from NASA.

Local media have promoted the work of the COE with newspaper stories to promote summer reading, the Reading Master's program, and the Reading Clinic. The COE Deans and literacy faculty have also participated in the local news station (Q2) s *Give A Child A Book Campaign*. Kurt Toenjes, Interim Dean, appeared on the morning news show in September 2022 to discuss literacy initiatives at MSUB, and in September 2023, the Dean and two reading faculty members appeared in a Q2 sponsored commercial, promoting reading to the local community. A media campaign was developed to enhance the recruitment of students with interviews filmed to promote the education programs. These advertisements were posted on the MSUB YouTube channel.

Undergraduate Retention

In addition to recruitment, MSUB currently has a strong commitment to increasing student retention and graduation rates. The 2022 2027 Retention and Graduation Plan has established actions and best-practices for improving retention and graduation rates for all student populations and has also established 5-year and annual target rates. Upon admission to the university, undergraduate students and transfer students are assigned a professional advisor in the university advising center. A plan of study is developed for the students. Students are advised by professional advising during their freshman and sophomore years. Once students are ready to apply to the Educator Preparation Program, they are assigned a faculty advisor in the ETP.

The ETP sends out a notification to all students transferring from the professional advising center to the department that an initial group advising session will be held for these students. The purpose is to provide these students an overview of their path from admission to completion and to assist them with the application to the Teacher Preparation Program. Further details about this meeting can be found in R3.2. In their first year, faculty are given few advisees while they learn the university and department procedures. In the ETP, faculty advising loads can range between a total of 30-60 undergraduate and graduate advisees. ETP advisors continue each student's plan of study in their first semester and meet individually with their advisees as needed. Appointments may be conducted face to face or online.

To assist in supporting students with resources outside of the department, all faculty syllabi are expected to include a list of campus resources for students, including Disability Support Services, the Native American Achievement Center, Student Health Services, and Academic Support Services. The university also introduced the use of *EAB Navigate* which facilitates communication between faculty and students. Through this system faculty can also provide academic alerts to Student Services when a student is failing to submit assignments or not participating in their face to face or online courses. Student Services staff will then follow up with the students to assist them in getting back on track. This system is available to both undergraduate and graduate students to ensure that the university retention efforts are implemented across all programs and levels.

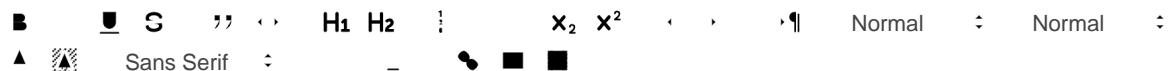
Graduate Student Recruitment

Individuals interested in the program may contact the Graduate Studies office or the ETP, prior to applying. Prospective graduate students are given information about the program, the admission process and information on relevant web pages. The Graduate Studies webpage includes information on the documents needed to apply. Applicants are required to submit all transcripts and fingerprints for a federal background check and a notarized self-disclosure. The Graduate Studies website also includes links to information related to funding graduate study, including costs, scholarships, financial aid, and payment plans.

Graduate student retention. Graduate and post baccalaureate students are assigned a program core faculty specific to their discipline. Faculty advisors review their transcripts for the core courses they need and complete a course alignment with the previous courses they have completed and then develop a plan of study. The plan of study is developed in the first semester and the students meet individually with their advisor as needed.

As with undergraduate students, MSUB faculty include the same references to services on campus (see above) and utilize *EAB Navigate* to address issues with students.

b. Component R3.2 Monitoring and Supporting Candidate Progression



Admission to the Program

Undergraduate students transition from a professional advisor to a faculty advisor in the ETP when they are ready to apply to the Educator Education Program (EPP), usually in their sophomore year; graduate students meet with an ETP advisor upon admission to Graduate Studies.

Students are informed of their faculty advisor and they are provided details about the application process. Additionally, students are provided an overview of the MACK licensure requirements. Students work on their application with faculty guidance. To be able to complete an application, a student needs to have completed 45 credits, with an overall GPA minimum of 2.65 (Graduate, 3.00), content core GPA minimum of 2.65, and have completed a Criminal Background Report. Completed applications are reviewed by the faculty advisor and the Director of Field Experience and Licensure (DFEL). Students become a teacher candidate once admitted to the program. When their application is approved, the Department Chair notifies each teacher candidate by letter. (**#3.2.1 Tracking Student Progress**).

The students' progress is tracked again prior to the Junior Field experience. Prior to Junior Field, students are required to complete an application which includes a requirement that students are enrolled in two methods courses, and must not have any grades lower than a C. (**#3.2.2 Junior Field Application**).

Students in Junior Field, Graduate Practicum, and Student Teaching are measured using key assessments by the University Supervisor and the Cooperating Teacher. Data was gathered from Fall 2020 to Spring 2023, and this is reported in Standard 1.

The ETP used a longitudinal approach to look at student progression across key transition points in the program. The ETP chose sixteen students from a variety of programs for further analysis. Faculty looked at each of the students' progressions on the TWS during a data dip on April 16, 2024. Data dips are used in the COE to examine data as a faculty and staff. During these meetings, faculty and staff are given questions for analysis of the data and then discuss the findings. Noted from this data dip that most of the scores improved from Junior Field to Student Teaching, but some stayed the same or decreased even. This points to the need for better inter-rater reliability. (**#3.2.3 TWS Longitudinal Chart**). The ETP plans to use a similar approach for data analysis of the Observation Form and Dispositions Tool in a Fall 2024 Assessment Retreat.

The EPP also looked at cohort data for the three cycles: Fall 22, Spring 23 and Fall 23 for the key assessments and the results are included here: (**#3.2.4: Dispositions Scores; #3.2.5 TWS Scores; and #3.3.6 Observation Scores**).

Plans of improvement

Students in Junior Field/Graduate Practicum or Student Teaching that are not making appropriate progress, are put on a plan of improvement after discussion with the Cooperating Teacher, the University Supervisor and their faculty advisor. First, the Cooperating Teacher or University Supervisor notifies the student of an issue and then documents the issue. Issues generally deal with issues either about professionalism (attendance, dress, professional interactions) or ability to plan and execute lessons. A Plan of Improvement is then developed and later, a progress plan is implemented to ensure that improvements are being made. The Plan of Improvement also includes a space for deciding on next steps. If the student is making inadequate progress, they may be removed from Student Teaching or given a new placement (**#2.2.3 Student Teaching Guidebook**).

Completion and Cohort GPA

Cohort GPA transition point occurs on completion of the program at the point at which program completers transition to a career in education. The mean GPA of double majors and elementary majors is 3.0 and above on graduation. (**#3.2.7 MACK Scores**).

College of Education

Students in the ETP can submit a petition, should they need to obtain an exception (course substitution, request to waive Student Teaching, formal complaint, etc.). The petition process is typically discussed during student advising meetings in which issues are made aware to the advisor. The petition is reviewed by the College of Education Petitions Committee within the ETP. The committee includes faculty, external members, including an administrator from the community, and the DFEL. (**#3.2.8 Petitions Form**). Dates of the committee meetings are published on the website and students may attend the meeting either in person or virtually. (**#3.2.9 Petition Dates**). At the meeting the committee reviews the student's petition and may ask additional questions of the student if they attend. The committee then makes a recommendation to the Dean. Once the Dean makes a decision, a letter is sent to the student on the outcome. Student petitions are stored in the student's file, kept in a locked file room. The department plans to make this information more accessible to students by developing a guide specifically for students in the department.

University

Student Services provides a handbook on expectations, rights and responsibilities and a complaints procedure. This encompasses nonacademic issues and is posted on the university website. (**#3.2.10 Student Handbook**).

Student complaints about academic issues follow procedures outlined in a handbook posted on the Provost's website. The student must address the issue with the instructor. If the issue is not resolved, then the student takes the issue to the Department Chair. If the issue is not resolved, the student takes the issue to the Dean. If the issue is still not resolved, the student takes the issue to the Provost. (**#3.2.11 Academic Affairs Policies and Procedures**). These are kept within the student's file as well.

c. Component R3.3 Competency at Completion

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Montana Assessment of Content Knowledge (MACK)

MSUB teacher candidates must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement. This multiple-measure assessment for licensure began in 2006 because of dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana Educator Preparation Programs. It is a three-pronged assessment based on scores on the Assessment of Content Knowledge Coursework GPA, the Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice and a PRAXIS score.

Teacher candidates must earn at least 7 points on the Montana Assessment of Content Knowledge prior to recommendation for licensure/endorsement. The possible range for the Content Knowledge Score (CKS) is 0-10. Teacher candidates earning fewer than 7 points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates receiving a score of 1* on rubric components 1, 2, or 3, the program will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA The range for awarding points is 0-4 and will be calculated as follows:
GPA Points 3.50 4.00 4 3.00 3.49 3 2.65 2.99 2 2.00 2.64 1* Below 2.00 0 2.

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice. The range for awarding points is 0-3 and will be calculated as follows: Descriptor Points Knowledge is Advanced 3 Knowledge is Proficient 2 Knowledge is Basic 1* Knowledge is Insufficient 0 Note: The assessment is completed by a Cooperating Teacher, college or University Supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis Subject Assessments. Students take the Praxis corresponding to their program. The information on which Praxis to take is listed on the handout, which is posted on the website. The range for awarding points is 0-3 and will be calculated as follows: Score Range Points Meets/Exceeds MT score 3 At least 90 % of MT score 2 At least 80 % of MT score 1* Below 80 % of MT score 0. (**#3.3.1 Praxis Subject Assessment Test Information**).

The **#3.2.5 MACK Scores** indicate candidates usually score between 8.78 and 9.09 on this assessment.

Candidates are evaluated by their Cooperating Teacher (CT) on their content knowledge using the **#3.3.2 Assessment of Content Knowledge Form**. They are evaluated on their unit and lesson plan development and teaching in the classroom. The unit/lesson plans and observation forms require the evaluation of pedagogical skills and technology integration.

Student Teaching Measure of Undergraduate Impact on Student Learning

The Teacher Work Sample (TWS) is the culminating assignment in Student Teaching. The candidate is expected to develop a unit of three -five lessons. For each lesson, the candidate must evaluate student performance, provide evidence with data, and expand on their assessment in a reflective narrative.

Demographics Analysis

Currently, the ETP can track candidate progress through using the university's Institutional Research (IR) Data. The evidence, **#3.1.1 MSUB Student Demographics**, shows the university's degrees granted and the evidence, **#3.3.3 Enrollment and Completer Data, College of Education** shows the College of Education's degrees awarded. Both show graduation rates broken down by various demographics, such as race. The ETP is working with IR to ensure that, moving forward, key assessment data stored in Tereva will allow for analysis by demographic, and the ETP hopes to present this evidence at the site visit.

Career & Employment Services

This university level office sends out an annual survey to all graduates of education programs, although not all the graduates respond. The data from the undergraduate Elementary, Secondary and Special Education programs are displayed in Tables 11a to 11i. The data are also available on the MSUB Career and Employment Services webpage. (**#3.3.4 Grad Data Flyer**).

Evidence

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a. Component R4.1 Completer Effectiveness

The Montana Education Preparation Providers (MEPP) **#4.1.1 Statewide Protocol for Continuous Improvement** is a regular cycle of data collection and dissemination designed to support the EPP Initial and Advanced programs continuous program improvement and meet the Chapter 58 Rules (See **#1.2.1 Chapter 58 Screenshot**) by analyzing employer satisfaction and completer perception of program impact, performance, and relevance. Employer and Completer surveys are deployed on a data collection cycle, which also includes case studies, implemented at least once during a three-year window for initial programs.

The statewide protocol for Continuous Improvement Coalition (CIC) was developed and is managed by a subcommittee of the Montana Council of Deans (MCDE). This is noteworthy because the protocol has undergone periodic review and revisions and there are two (2) distinct iterations of the protocol. The original plan is shown in **#4.1.2 Initial MEPP CIC Protocol** and in **#4.1.1 Statewide MEPP CIC Protocol**.

Because Montana does not collect state-level data of teacher performance, a case study protocol is used to assess how initial completers effectively contribute to P-12 student-learning growth. It also is used to assess how completers apply the professional knowledge, skills, and dispositions learned from their MSUB program into their own classrooms. The first case study was developed in Fall 2020 by the Assessment, Accreditation, and Data Coordinator to better understand completer effectiveness. This position was vacated in Fall 2021 and has been moved to the Office of Assessment and Accreditation to support all programs. The faculty were supported through the transition by the university Office of Assessment and Accreditation, among several other offices.

During the Fall 2020 developmental phase for the first case study, research questions were developed from the 2018 Employer and 2019 Completer survey data, with faculty input. The Initial MEPP CIC Protocol was used to design this case study. The MSUB EPP faculty and staff analyzed feedback from both employer and completer surveys, identifying two areas of improvement: *classroom management* and *culturally relevant pedagogical practices*, including Indian Education for All (IEFA), a mandatory state requirement. The data underscore the pivotal role of these elements in shaping the effectiveness and impact of educators within diverse educational settings and was the basis for the research questions developed the case study.

In the following Spring of 2021, the case study data collection began, collecting data from 15 program completers representative of several licensure areas. First, completers provided responses to a questionnaire developed by the EPP. The completers then submitted a recording of a teaching demonstration. This approach aimed to capture a holistic understanding of completer effectiveness, encompassing both theory and practice. The attached document, **#4.1.3 MEPP Case Study Guide**, describes the research process for the case study, including methodologies, findings, and conclusions. The **#4.1.4 Completer Case Study 2021** includes five sections demonstrating completers performance, impact on student learning, and development. It also includes completer perceptions of program relevance. The key research questions focused on completer perception of program relevance and performance and impact of completers on student learning and development.

Findings from the initial case study were thematically grouped. First, completers felt underprepared to manage the incorporation of culturally responsive pedagogy, including Indian Education for All (IEFA). Teachers who are adept in culturally relevant pedagogical practices not only foster inclusive learning environments but also cultivate a sense of belonging and affirmation

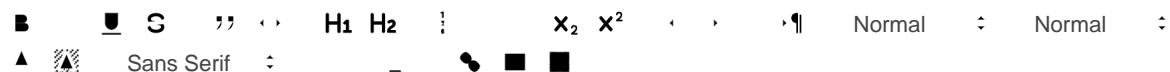
among diverse student populations. By embracing IEFA and integrating culturally sensitive approaches into their curricula, educators can transcend cultural barriers, thereby fostering deeper engagement, understanding, and empathy within the classroom. The decision to address these aspects of completer effectiveness within the case study reflects the EPP's commitment to addressing challenges.

The EPP embarked on a series of strategic initiatives aimed at directly addressing perceived areas of dissatisfaction identified through rigorous data analysis and stakeholder feedback. Among these endeavors was a collaborative effort with content area departments, in which the EPP advocated for the integration of specialized coursework tailored to fortify the competencies of secondary education majors in classroom management and assessment. The EPP worked with content liaisons to implement bolstered content in the areas of assessment, culturally relevant experiences, and classroom management.

Based partially on the case study results and other data, the EPP implemented a comprehensive redesign of the Student Teaching assessment paradigm to better meet student needs, transitioning from the Evidence of Professional Growth (EPG) tool to a more robust Teacher Work Sample (#1.1.7 TWS Tool) framework. Unlike its predecessor, the TWS examines teacher candidates' proficiency across a spectrum of essential domains. The TWS framework also emphasizes facets such as classroom management, differentiation strategies, and the integration of culturally responsive pedagogies. During this time, the tool used to evaluate teaching during formal field experience observations was also redesigned to be fully aligned with the Danielson Framework for Effective Teaching and InTASC standards. Finally, the EPP adopted a new Dispositions Tool that was considerably more robust than the previous tool being used.

The EPP's strategic initiatives, such as advocating for specialized coursework in critical domains and transitioning to a robust Teacher Work Sample (TWS) framework, observation of teaching, and disposition tool for field experiences, including Student Teaching and Junior Field/Graduate Practicum assessments, reflect a commitment to continuous improvement by addressing perceived areas of dissatisfaction and enhancing the overall quality of teacher preparation.

b. Component R4.2 Satisfaction of Employers



The Employer survey is administered every two years, as per the CIC protocol. For this accreditation cycle, data from employers was first collected in Spring 2019. The next collection cycle was poised to be in Spring 2021, but there was a low response rate due to the COVID-19 pandemic. A make-up survey was deployed in Spring 2023. In Spring 2024, an employer survey is in the deployment process (which is back on a regular cycle.) (See #4.1.1 **Statewide Protocol for Continuous Improvement.**)

Survey results for the employer survey are reported for employers of completers of each individual EPP (Spring 2019), as per the Montana Council of Deans of Education (MCDE). The following are the results from the 2019 data collection cycle. Areas of concern included: *responding productively to negative behavior; analyzing assessment data to improve effectiveness of instruction; reflect on how instructional choices affect students; and actively incorporate the 7 Essential Understandings of IEFA.* (**#4.2.1 2019 CIC Employer Satisfaction Survey Results.**)

The same employer survey was deployed in the second cycle of data collection. These results can be compared to the previous results to indicate areas of growth or decline. Survey results for this instrument are reported for employers of completers of each EPP (Spring 2023). (**#4.2.2 2023 CIC Employer Satisfaction Survey Data.**)

The results of the employer survey overall indicate high satisfaction rates with the program. Two items: *plan instruction based on knowledge of students in their community context and apply knowledge of the legal responsibilities of teachers* scored the lowest satisfaction of the employers. The highest scores on the 2023 survey were for the following survey statements, *purposefully use instructional technology; encourage critical thinking for problem solving; implement instruction aligned with Montana State Content Standards; and use a variety of instructional strategies.* These areas of excellence indicate students are using a variety of instructional strategies, including technology applications that are aligned with Montana standards and require students to think critically. As compared to the previous survey results, all these indicate an increase in satisfaction in these areas.

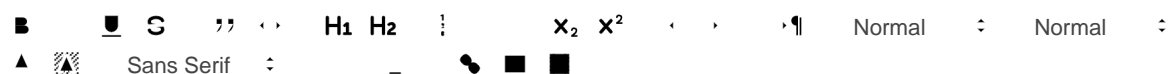
Areas that were scored with the least satisfaction in the previous (2019) survey were: *respond productively to negative behavior; analyze assessment data to improve the effectiveness of instruction; reflect on how instructional choices affect students, and*

accurately incorporate the 7 Essential Understandings of Indian Education for All. These scores have all increased from the first cycle to the second cycle, therefore demonstrating improvement in the EPP for preparing teachers in the classroom. The table below outlines the growth in each area. (**#4.2.3 Growth Areas as Indicated by Employer Survey.**)

There were two areas within the first survey, marked as needing improvement that declined even further in the second survey. The first area was *plan instruction based on knowledge of students in their community context*, receiving an 84% satisfaction rating. The EPP is committed to reviewing courses and assignments that incorporate culturally responsive pedagogy (CRP). Further, given the rural context of Montana, adding assignments which challenge students to think about alternative contexts is recommended. Another area to address is with the question *apply knowledge of legal responsibilities of teachers* which received the same score of 84% satisfaction. This indicates a candidate needs in having adequate knowledge of the law as it applies to teaching. The newly established TWS works toward this improvement with 1.3: *Preparation through Knowledge of Students (1b)*. To address this area, the new TWS incorporates legal responsibilities, such as IEP and 504 accommodations into coursework and assignments. In addition, the curriculum mapping process through the Proficiency Based Education (PBE) Grant is addressing potential gaps in content. This is described in more depth in Standard 5.

Overall, employers displayed a high satisfaction rate with completers, showing growth among several areas during this data collection cycle.

c. Component R4.3 Satisfaction of Completers



The data from the 2021-22 completer survey (**#4.3.1: 2021-2022 Completer Perception of Preparation Survey**) indicated that completers felt the EPP was effective or very effective in the following areas: *demonstrating accurate content knowledge; implementing instruction aligned with Montana state content standards; using a variety of instructional strategies; reflecting on how instructional choice affect students; applying knowledge of the legal responsibilities of teachers; and engaging with colleagues in a professional manner.* These results are consistent with the previous cycles of completer data.

The completers who took part in the survey instrument felt EPP provided relevant preparation for their jobs with 72% responding Effective or Very Effective. The data also indicated completers felt competent in utilizing Montana Common Core State Standards (MCSS) in their curriculum. These concepts are introduced, reiterated, and practiced throughout coursework in the EPP including applying the MCSS through their Junior Field Experiences and in Student Teaching. These proficiencies are also demonstrated through the TWS unit and lesson plan requirements. Completers recognized their placement within the legal frameworks afforded to the educator, including their respective duties and responsibilities as an educator apropos of the law in its relation to education. Legal concepts are introduced and assessed in various courses, notably in the EDU 406 Philosophical, Legal, and Ethical Issues in Education and EDF 515 Social and Philosophical Issues in Education courses and in special education courses, including EDSP 204, Introduction to Exceptional Learners and SPED 540 Education of Exceptional Learners. The introduction and inclusion of other features of the law aligns with a strong knowledge of Individualized Education Plans (IEPs) and 504s which are taught in special education courses in the program and are also referenced in other required courses. The data demonstrates the completer s ability to recognize their place within the professional landscape of education, i.e., collaborating with other professionals and colleagues. Such principles are demonstrated, in writing, within the candidates TWS during Junior Field/Graduate Practicum Experiences and Student Teaching. Results from the 2019-20 survey administration and the results from the most recent survey administration show an improvement in this area.

The completer survey data indicates notable improvements from the 2019-2020 cycle to the most recent cycle (2021-2022) as shown in the #4.3.2 Growth Areas as Indicated by Completer Survey data. Areas of improvement included the following categories: *purposefully use instructional technology* (54% to 74% between data cycles); *engage with colleagues in a professional manner* (70% to 83% growth between cycles) and *accurately incorporate the 7 Essential Understanding of Indian Education for All* (58% to 76% growth between cycles).

The areas EPP completers felt somewhat or not effective were methodological approaches to differentiate instruction effectively for *English Learners (ELs); respond productively to negative behavior;* and though disparate in the data spread (48%) with the data compiled from the 2021-2022 survey *plan instruction based on knowledge of students in their community context.* Past completer survey data indicated similar sentiments, particularly with differentiating instruction effectively for English Learners (ELs). These key areas are also assessed by the TWS projects, which allows instructors formative data to make continuous

improvements at a micro-level. The results will be monitored through the completer surveys as well. The EPP has been addressing these gaps through integrating EL and place-based instruction modules in social studies and language arts courses.

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Evidence

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a. Component R5.1 Quality Assurance System

The first component of the ETP's Quality Assurance System (QAS) (**#5.1.1 QAS**) is data collection. The ETP uses eight data sources within the QAS. The key assessments: a Teacher Work Sample (TWS), an Observation Tool for field experiences, and a Dispositions Tool are all collected for evaluation during key points in each semester. Dispositions evaluations are administered during each field experience: sophomore practicum, Junior Field experience/Graduate Practicum and Student Teaching. The TWS and Observation are completed during Junior Field and Student Teaching. However, the ETP is moving toward collecting disposition data in each course, twice a semester. This more frequent process will ensure that the ETP can address dispositions issues that arise during courses. The **#5.1.2 Data Collection Cycles Evidence** outline the processes in more detail.

As addressed in Standard 4, the Montana Education Preparation Providers (MEPPs) formed the Continuous Improvement Collaborative (CIC). The CIC coordinates a state level effort to collect feedback from employers and completers through a survey to each group. A case study is also conducted every three years for initial programs. Following the CIC protocol, the surveys are distributed electronically to MSUB completers and those who employ the completers. In addition, MACK data and Praxis data are collected at the close of the program. The Montana Comprehensive Assessment System (MACK) is a state-wide assessment tool which measures content knowledge. (**#1.1.2 MACK Worksheet**). This is a three-pronged assessment system used for licensure which includes GPA, Praxis Scores, and a Content Assessment completed by the Cooperating Teacher (CT) during Student Teaching.

Currently, data are collected through either Qualtrics or Tevera. At the beginning of the accreditation cycle in 2017, the ETP used a paper/pencil collection system, gathered by University Supervisors. This data was then entered by hand into a spreadsheet. The COVID-19 pandemic necessitated a shift to an electronic system. The ETP then moved to using a fillable pdf to collect the individual data and started to enter the data manually into Qualtrics. The Qualtrics system was chosen because the tool was already purchased by the university's Information Technology (IT) department. Data entry was completed by the ETP's Assessment, Accreditation and Data Coordinator during the first part of the cycle. Since then, trained graduate students have been entering the data into Qualtrics. The process of manually entering the data is cumbersome and less efficient than other options. After the School Counseling program piloted Tevera, which is a more comprehensive system in which assessments are completed directly in the system, the ETP decided to explore adopting this software for data collection. It is currently being piloted by the remaining programs in the ETP. The Qualtrics and Tevera systems are being used by faculty to track the key assessments: the TWS, the Dispositions tool, and the Observation tool. Historically, the Director of Field Experiences and Licensure (DFEL) housed Praxis and MACK scores using a spreadsheet. Currently, the DFEL is working with the university Information Technology Office to embed these scores within Tevera. The employer and completer survey data are stored within a Box folder that all faculty can access. Analysis of the data becomes more efficient with the use of these tools, as it presents the data in aggregate and provides some level of reporting.

Data is reported and used in a variety of ways. Data is shared with faculty through assessment retreats and data dips. Assessment retreats which have typically taken place annually, have the advantage of allowing a deeper dive into the data, whereas data dips, which typically take place during faculty meetings, are shorter, focused analyses and have the advantage of occurring more regularly. During data dips, faculty approach several questions regarding one type of data. Then, small groups analyze data and then report back to the whole group. The purpose is to utilize the data to make changes as needed.

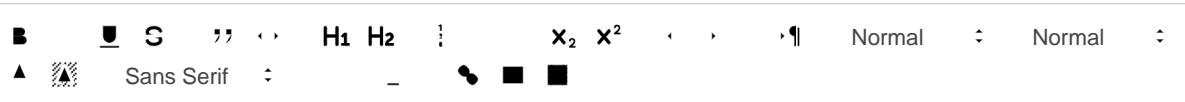
Assessment retreats will ensure that data are reviewed consistently, on a timeline, and they will allow for the deeper analysis often needed to make programmatic changes. The ETP faculty use both assessment retreats and data dips as the primary means of reporting, analyzing, and discussing the data collected. Data is also reported to the University Assessment and Accreditation Office through an annual assessment report. This report details the student learning assessment data for the program student learning outcomes and whether these outcomes are being met. The report also includes any necessary curricular or pedagogical changes that resulted from the analysis. Additionally, all MSUB academic programs undergo Academic Program Review (APR) every seven years. This process is intended to be an in-depth review of programmatic self-reflection, as well as providing the opportunity for an external reviewer to examine and offer feedback for potential improvements. These two institutional processes and expectations help ensure a cycle of continuous quality improvement is implemented for each academic program at MSUB. The faculty look forward to continuing these rich discussions that comes from reviewing student learning data and further strengthening the quality assurance system. Data examinations have both focused on CIC data and internal data, including the TWS, Observation Form, and Dispositions Tool data.

Advisory committees are another important group for sharing and reporting data. Within the COE, advisory committees are comprised of faculty, university administrators, and external stakeholders, including teachers, K-12 administrators, and school counselors. During this review cycle, changes in leadership resulted in some shifts in the way advisory committees met as they met regularly until Dean Nava resigned. These meetings were paused under interim dean leadership (which coincided with the COVID-19 pandemic). With new leadership, and with the addition of the Proficiency Based Education (PBE) Grant, the ETP Advisory Committee has been reinstated to specifically review and discuss data. (**#5.1.3 Advisory Board Minutes**). Further details regarding the advisory committee can be found in R5.3.

The ETP utilizes key assessment data and other data to make programmatic changes. Several modifications have occurred because of faculty data analyses and discussions. During the 2018-2019 school year, faculty engaged in reviewing employer and completer surveys as part of the state assessment protocol. During this review cycle, faculty recognized the following areas needed improvement: data-based decision making; better classroom management skills; Indian Education for All; and differentiation of instruction. As a result of this data, the following changes were made: The reading major and reading minor added a learning disabilities course as a requirement. (Note: The reading major has since been discontinued because of a budget realignment process and low enrollment.) Also, all undergraduate elementary education majors now enroll in the course, EDU 438 Literacy Assessment, Diagnosis, Instruction. This is an on-campus course in which students use data-driven assessments to drive instruction.

From the collected employer and completer survey data, faculty observed areas of weakness, specific to secondary majors in the following categories: diversity, classroom management, and assessment competency. The elementary and secondary faculty coordinated with stakeholders in the secondary content areas to add the course EDU 343 Managing Diverse Learners (classroom management) as a requirement. In addition, the course EDU 380 Introduction to Curriculum, a previously two-credit course, was removed and a three-credit course, EDU 381 Curriculum Theory and Practice was added. The three-credit course also includes some assessment. Math and science majors also added the assessment course, EDU 383 Assessment in Education, to their major and the English department changed their methods course from 2 to 3 credits to allow for more discussion about assessment. The ETP just completed collecting the three cycles of data from key assessments and have engaged in one data dip to date. The ETP plans on looking at this data again during the Fall 2024 Assessment Retreat to more closely examine if programmatic changes need to occur based on this data.

b. Component R5.2 Data Quality



In Fall 2019, when COE Dean and the Assessment, Accreditation and Data Coordinator assumed responsibilities for CAEP, a gap analysis was conducted with the existing assessment instruments and CAEP's Evaluation Framework for EPP-created assessments. This gap analysis was helpful to determine the level of validity and reliability of the existing instruments and it was identified that the tools lacked both. The Assessment, Accreditation and Data Coordinator and the Dean presented these findings to the faculty during a college-wide meeting. The CAEP timeline was also presented to inform an appropriate timeline for revising the tools. The faculty brainstormed ideas to revise the assessment instruments (**#5.2.1 ETP Meeting Minutes 1.30.20**), which would meet three primary foci: content assessment, pedagogical assessment, and a dispositions tool.

The key method of reliability was established through inter-rater reliability. According to the CAEP consolidated handbook,

reliability is defined as the degree to which the result of a measurement, assessment calculation, or specification can be depended on

over repeated applications. A metric is said to have a high reliability when it produces consistent results under consistent conditions. Inter-rater reliability is a measure of consistency used to assess the degree to which different judges (or raters) agree in their evaluation (or scoring) decisions of the same phenomenon. This definition is useful because human observers will not necessarily interpret concepts, performances or scoring categories the same way. If various raters do not agree, the effects can be detrimental and suggest either that the scale is defective or that the raters need to be re-trained. Inter-rater reliability is high when reviewers demonstrate that they consistently reach the same or very similar decisions. A formal training and calibration procedure is usually needed to achieve this result, and the calibration involves calculating reliability coefficient. To ensure reliability of key assessments, faculty and field supervisors engaged in inter-reliability exercises, which are further outlined below.

1. Content Knowledge.

Content Knowledge is measured through the MACK tool, which is a state-wide assessment that the COE has continued to use to measure content knowledge. There are three prongs to this tool which include: content knowledge GPA, Assessment of Content Knowledge during Student Teaching, and Assessment of Content Knowledge using the Praxis examination. This has been a long-established protocol at MSUB and the state of Montana.

2. Pedagogy.

The tools used to measure pedagogical knowledge were created by a team of faculty and the assessment coordinator and included the **Teacher Work Sample (TWS)** and the **Observation Assessment**. Both the TWS and Observation tools are Danielson-based frameworks, a framework in which many of the faculty were already trained. A taskforce was then created for observing and assessing students. Throughout the development process, faculty were given several opportunities to provide feedback to about the tool (**See #5.2.2 Faculty Feedback Responses**).

To ensure validity, the Lawshe Method (Lawshe, 1975) was implemented, which sought feedback from both faculty members and external stakeholders. To establish content validity, each of the questions on the TWS and Observation tools were rated using the following categories: essential; useful but not essential; or not useful. Lawshe argues that content validity can be established when there is a 50% agreement. As evidenced, in all but two questions (Question 4_16 and Question 6_5), content validity was established for the TWS and Observation Tool (**#5.2.3 TWS-Lawshe Content Validity-Faculty-Partners-Combined**),

During the Fall 2021 Assessment Retreat, faculty and University Supervisors were trained on using the TWS. During this retreat, the group also participated in an activity to establish inter-rater reliability for the TWS. The approach to the training was a jigsaw approach in which smaller groups met, and then came together for a larger group discussion. For most questions (aside from 1.4.7), inter-reliability was established. The attached evidence, **#5.2.4 Inter-rater Reliability in Faculty TWS Training** and **#5.2.5 Inter-rater Activity** shows this process.

Inter-rater reliability was established for the Observation Tool by viewing videos. In this representative evidence, **#5.2.6 Observation Video Rating**, faculty rated a teacher on each element within the Danielson-based observation tool. After the completion of the Lawshe validation process, the tools were then piloted in the EDCI 519 Graduate Practicum course. During Fall 2021, the tools were fully implemented within all Graduate Practicum and Junior Field courses. A full implementation of all tools (TWS, Observation tool, and Dispositions) with all candidates occurred by Spring 2022.

3. Dispositions.

The third prong of the assessment system is the dispositions tool. In Spring 2020, during the Montana Council of Deans (MCDE) meeting in Helena, the University of Montana-Western introduced a dispositions tool to the council of Deans. During this meeting, the tool was shared with the group and content validity was tested using the Lawshe Content validity method.

The MSUB COE Dean and the Assessment, Accreditation and Data Coordinator introduced the tool to the faculty at MSUB for review. The faculty voted to adopt the tool in Spring 2020. In Summer 2020, the Assessment, Accreditation and Data Coordinator collaborated with the Director of Teacher Education at the University of Montana Western to develop a training module for the tool.

During the Fall 2020 semester, faculty reviewed the tool in more detail and discussed it during the ETP meetings. There were two ETP level discussions held regarding the tool. Faculty also completed the dispositions training module in Fall 2020. In Spring 2021, the tool was presented to the advisory committee. Content validity was conducted using Lawshe validity protocol (see Dispositions Lawshe Content Validity and Dispositions-Lawshe .) Below are the results from the content validity protocol. Panel size=5, Ncritical=5, Proportion Agreeing Essential=1. All constructs/indicators reached the appropriate Content Validity Rating, and no changes to the tool were required. (**#5.2.7 Rater Agreement Dispositions Module**).

c. Component R5.3 Stakeholder Involvement

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The ETP faculty value both internal and external stakeholders and embrace the principle of shared decision-making throughout the assessment and accreditation processes. During the accreditation process, faculty have been integral in the development of tools, establishing reliability and seeking feedback from community partners (see 5.2). Beginning in 2017, a Visioning Committee was established in the COE to address potential changes. When Dean Robert Nava was hired in 2019, the Visioning Committee was replaced with a Dean's Council, consisting of faculty members, the Dean, the Assessment Coordinator, and the Field Experience Coordinator. Bi-weekly meetings were held which consisted of CAEP updates. From 2020-2022, a faculty workgroup worked closely with the Assessment and Accreditation Coordinator to develop new tools that met CAEP standards for reliability and validity. Faculty championed the new tools by developing trainings and then establishing reliability and validity procedures with support from the COE Dean and the University Assessment and Accreditation Office.

Faculty committees for each CAEP standard were recently established (**#5.3.1 Committee List**) These committees meet bi-monthly to ensure progress. Two faculty members assumed the leadership roles of assessment co-coordinators. For this role, the faculty members have overseen the accreditation process with assistance from the university Assessment and Accreditation office and the college and university administration. This increased role in accreditation has improved faculty buy in and has strengthened the ETP's programs because faculty are well-versed in CAEP language and CAEP standards.

Another important faculty initiative was the Proficiency Based Education (PBE) grant. For this process, a group of faculty reviewed syllabi within the general education and special education teaching majors. The group coded syllabi to determine how each course scaffolded student learning of specific proficiencies found in the Teacher Work Sample (TWS). The faculty at large were included in the process through sharing how they met proficiencies in their various courses (TWS Crosswalk). From the work in the PBE, an ETP Advisory Committee was re-established. To date, the committee has reviewed key assessment data as the PBE process, as well as results from the curriculum mapping process.

From an administrative level, the COE has had a variety of support, particularly during significant changes in leadership at the Dean level. Long-time Dean Mary Susan Fishbaugh retired in 2019, and the role was filled by Dr. Robert Nava. However, Dr. Nava left the position in 2021, and the role was filled by two interim deans. During this time, the university Assessment and Accreditation Office, University Registrar and Department Chairs assumed much of the leadership in CAEP efforts, alongside faculty leaders.

The Montana Council of Deans of Education (MCDE) plays a significant role with the continuous improvement process. The goal of the MCDE is to foster communication and collaboration among leaders of educator preparation programs and state partners for the purpose of continuously strengthening P20 education in Montana. (**#2.1.7 MCDE Screenshot**) One of the primary roles of the MCDE is to provide CAEP and state accreditation support to one another. MCDE meets quarterly at various locations across the state. In addition, the CIC (Continuous Improvement Coalition) is a subset of MCDE which meets regularly to develop and implement state-wide assessment tools, used for CAEP Standard 4.

Community partners also play a key role in the continuous improvement cycle. Community stakeholders were included in the development of tools and establishing reliability and validity. The Advisory Committee, which has gone through various iterations with changing leadership, has remained an integral part of how the EPP receives feedback. Through the PBE Grant, the ETP Advisory Committee reviews curricular alignments to tools and evaluates data obtained through the tools, particularly the TWS. Moving forward, the ETP anticipates the Advisory Board can serve in a variety of roles, including reviewing curriculum and looking at data from key assessments and the CIC data. (**#5.1.3 Advisory Board Minutes**).

The Office of Field Placement and Licensure has also established many partnerships with surrounding community colleges and local school districts. The ETP maintains many 2+2 Agreements and MOUs with several community and tribal colleges and P-12 partners, as evidenced in the **#2.1.2 CAEP MOUS** and discussed more in Standard 2.

d. Component R5.4 Continuous Improvement

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This assessment cycle has proven challenging yet also enlightening. Navigating a global pandemic, changed leadership, and changed expectations within the field of education have impacted this most recent cycle. The ETP faculty view these challenges as an opportunity for re-imagining systems through innovation.

A significant component of the continuous improvement process is the implementation of a new data collection system. Through this self-study process and through the challenges brought on by the COVID-19 pandemic, the EPP has realized the importance of a quality data collection system to ensure the data is useable and in meeting the expectations set forth by CAEP. Accessing data on a regular basis through using Tevera will make this process much easier, as currently data input is effortful. This will also help the faculty better understand the support needed in specific curriculum areas, providing powerful data to pinpoint specific areas for growth.

The key assessments have afforded the ETP many new opportunities. The capacity to examine data points at a more granular level has led to increased engagement in the continuous improvement process. In the most recent data dip, faculty were able to examine each component of CAEP Standard 1. The key assessment data, as analyzed in a data dip on April 16, 2024, indicated students are performing well, scoring sufficient and proficient in most areas, as shown throughout Standard 1. (**#5.4.1 Data Dip Document**).

The PBE grant also provided an avenue for increased structure within the curriculum. By mapping the curriculum to the tools, the ETP increased its capacity for meeting student needs throughout the entire program. The PBE embraces a model of teaching called the TWS Pedagogical Continuum (**#5.4.2 Final Report PBE**). In this model, curriculum is arranged in a three-tiered system: Learn It, Practice It, and Apply It. By better mapping the curriculum and engaging with a continuous improvement practice involving stakeholders, students will be equipped to meet the demands of application of curriculum in their field experiences, as measured by the key assessments.

Another area for continuous improvement is a broader training of the tools, including Cooperating Teachers, to ensure increased inter-rater reliability. Training took place in 2021 but needs to be offered each semester. Now that the COE has a new full-time field experience coordinator, and leadership is more stable within the college, this process will begin in Fall 2024, with the data being reported by the site visit in April 2025.

Finally, the ETP is striving for more consistent offering of assessment retreats and data dips. With the designation of faculty co-leaders and the assistance of the university assessment and accreditation staff, the plan is to establish an off-campus assessment retreat each semester, as well as frequent data dips during department meetings.

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