

**Self-Study Report Outline: Submitted 9 months prior to Site Visit**

The following paragraphs move through the SSR outline and elaborate on expectations for each section.

EPP Overview

The purpose of the Overview is to provide sufficient information to aid the Program Approval Committee in understanding the context of the provider.  This section is not meant to "sell" the provider. Descriptive information should be limited to what is essential for understanding the background against which the provider is operating. Evidence in the Overview can be tagged to Standard 5 as appropriate. These evidences fall into three broad categories.

*Provider context and unique characteristics*

* Age, history, context, and distinguishing features
* Summary of requirements, demographics about the host institution (e.g., IHE) and the provider (e.g., institutional and provider enrollment, number and ethnic composition of students, completers and faculty)
* Copies of or links to tables specific to provider characteristics and program characteristics.

*Provider’s organizational structure*

* Institutional/organizational structure
* Copy of or link to AIMS tables specific to programs by site of operation NO
* The provider’s place in the institution or organization NO

*Provider’s shared values and beliefs*

* The conceptual framework and vision, mission, and goals of the provider
* EPP’s Shared Valued Values and Beliefs for Educator Preparation
* The local, regional, or national market for completer employment and political contexts that shape the program

**Table 1. Program Characteristics**

Complete this table of program characteristics by entering the information requested for every program or program option offered by the EPP. Cross check the list with the programs listed in the EPP's academic catalog, if any, as well as the list of state-approved registered programs, if applicable. Site Visitors will reference this list during the accreditation review process. Note: EPP is responsible for ensuring the accuracy of the data imported into this table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of program/Specialty Area | Enrollment in current fall cycle | Enrollment in last fall cycle | Degree level | Licensure level | Method of delivery | States in which program is approved |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

**Table 2. EPP Characteristics**

Complete this table of EPP characteristics to provide an expanded profile by which the accreditation process is managed by ESPB staff.

|  |  |
| --- | --- |
| Control of Institution |  |
| Student Body |  |
| Carnegie Class |  |
| Location |  |
| Teacher Preparation Levels |  |
| EPP Type |  |
| Religious Affiliations |  |
| Language of Instruction |  |
| Institutional Accreditation (Affiliations) |  |

**Table 3. Qualification Table for EPP-based Clinical Educators**

The clinical educator qualifications table is completed by providing information for each of the EPP-Based clinical educators.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | Highest degree earned | Field or specialty area of highest degree | Program Assignment | Teaching Assignment | P-12 certificate, or licensures held | p-12 experiences including teaching or administrations or other if these were in the last 5 years |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Table 4. Proprietary Assessments**

Please list the propriety assessment used by the EPP (no more than 10):

|  |  |  |
| --- | --- | --- |
| Propriety Assessment No. | Title of Assessment | Validity and reliability info if available and applicable |
|  |  |  |
|  |  |  |
|  |  |  |

**Table 5: Propriety Assessments**

Please map each propriety assessment to the appropriate CAEP Standard in a visual display:

**Standards**

Each of these standards should be addressed in a narrative

* **Standard R1: Content and Pedagogical Knowledge**

The provider ensures candidates are able to apply their knowledge of the learners and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of leaner development (InTASC Standard 1)., learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

* **Standard 2: Clinical Partnerships and Practice**

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practices offer candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibilities to identify, and address read problems of practice candidates experience in their engagement with P-12 students.

* **Standard 3: Candidate Recruitment, Progression, and Support**

The provider demonstrates the quality of candidates is a continuous and purposeful focused from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

* **Standard 4: Program Impact**

The provider demonstrates the effectiveness of its completers’ instruction on P-12 students learning and development and completer and employer satisfaction with the relevance and effectiveness of preparation.

* **Standard 5: Quality Assurance System and Continuous Improvement**

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

**Areas for Improvement for Previous Review**

Areas for improvement cited under NCATE or TEAC legacy reviews must be addressed until they are removed.  Evidence submitted in support of CAEP standards may be referenced and/or additional evidence uploaded.  NCATE and CAEP Standards align as NCATE Standards 5 and 6 do not align with CAEP Standards. Additional documentation on areas for improvement under these standards would need to be submitted.