Section 1. AIMS Profile
After reviewing and/or updating the Educator Preparation Provider’s (EPP’s) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>EPP characteristics</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Program listings</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Section 2. Program Completers
How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013?

Enter a numeric value for each textbox.

- Number of completers in programs leading to initial teacher certification or licensure: 338
- Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.): 124

Total number of program completers: 462

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.
State Licensure Exams:
Employer Surveys:
http://www.jmu.edu/coe/assessment/emplsurvey.shtml

Graduate Surveys:
http://www.jmu.edu/coe/assessment/gradsurvey.shtml

Key Assessments:
http://www.jmu.edu/coe/assessment/keyassessments.shtml

Section 5. Candidate and Program Measures
For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**Required** Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

**Optional** Reporting Measures

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

**REQUIRED REPORTING MEASURES**

5.1 Impact on P-12 learning and development. Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The EPP has a plan to collect data in the next two years.</td>
<td>The EPP does not currently have a plan to collect data within the next two years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
</table>

5.1.1 Candidate performance during pre-service

- Unit and lesson plans
- Pre-post tests of student learning
- Videos of candidate instruction
- Candidate reflection
- Surveys of P-12 students on candidate performance
- State-adopted assessment(s) (specify)
- State-designed assessment(s) (specify)
- EPP-designed assessment(s) (specify)
- Teacher Work Sample, lesson plans
- Other (specify)

5.1.2 Completer performance during in-service

- Student achievement and/or learning models (e.g., value-added modeling)
5.2 Results of completer surveys. Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

Completer survey results are available to the EPP.

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
  - Content knowledge
  - Instruction and pedagogical content knowledge
  - Teaching diverse P-12 students
  - Teaching P-12 students with diverse needs
  - Classroom management
  - Alignment of teaching with state standards
  - Family and community engagement
  - Assessment of P-12 student learning
- Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td></td>
<td></td>
<td>260</td>
<td>76</td>
</tr>
<tr>
<td>Individual program</td>
<td></td>
<td></td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Institution or organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.5 The EPP can demonstrate that the completer survey is...

<table>
<thead>
<tr>
<th>Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable (produces consistent results about completer satisfaction)</td>
<td>✔️</td>
</tr>
<tr>
<td>Valid (can make an appropriate inference about completer satisfaction)</td>
<td>✔️</td>
</tr>
<tr>
<td>A measure with a representative sample (demonstrates typical completer responses)</td>
<td>☐</td>
</tr>
<tr>
<td>Inclusive of stakeholder interests</td>
<td>✔️</td>
</tr>
<tr>
<td>A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)</td>
<td>☐</td>
</tr>
</tbody>
</table>

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.

Enter a numeric value for each textbox.

<table>
<thead>
<tr>
<th>Academic year a candidate was first enrolled</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-2013</td>
<td>433</td>
<td>420</td>
<td>441</td>
<td>540</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>AY 2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2009-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2008-2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**First Time Enrollment.** The number of candidates who enrolled for the first time, during a specified academic year.

Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure

| AY 2012-2013 | 433 | 420 | 441 | 540 | 350 |

**Progress in AY 2012-2013.** The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.

Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013

| AY 2012-2013 | 13 | 41 | 95 | 172 | 15 |

Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).

Number of candidates/completers who were not
**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.** Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

### 5.4.1 Assessment Pass Rates reported to Title II

<table>
<thead>
<tr>
<th></th>
<th>Number taking test</th>
<th>Average scaled score* (This value should be between 0-1.)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2011-2012</td>
<td>799</td>
<td>0.81</td>
<td>798</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>All program completers, 2010-2011</td>
<td>819</td>
<td>0.82</td>
<td>819</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### 5.4.2 The EPP can demonstrate that the licensure or certification test results are...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative (demonstrates typical candidate or completer performance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actionable (provides specific guidance for continuous improvement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

**OPTIONAL REPORTING MEASURES**

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure.

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on completer performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district-level teacher evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer observations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employer surveys
EPP-designed case study
Other (specify)

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- [ ] The employer provides overall summary ratings of the completer.
- [ ] The employer provides responses to open-ended questions about the completer.
- [ ] The employer provides a response to questions about the completer's preparation in at least one of the following areas:
  - [ ] Collaboration with school-based colleagues and staff
  - [ ] Alignment of teaching with state standards
  - [ ] Family and community engagement
  - [ ] Content/subject matter
  - [ ] Instructional and pedagogical content knowledge
  - [ ] Development of a safe learning environment
  - [ ] Assessment of P-12 student learning
  - [ ] Teaching P-12 students with diverse needs
  - [ ] Teaching diverse P-12 students
  - [ ] Other (Specify)
    - Child development, use of technology, ethical behavior, reflection, professional development

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>☐</td>
<td>☑</td>
<td>177</td>
<td>80</td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.6.4 The EPP can demonstrate that the employer survey is...

- [ ] Agree
- [ ] Disagree

Reliable (produces consistent results about employer satisfaction)
Valid (can make an appropriate inference about employer satisfaction)  
A measure with a representative sample (demonstrates typical employer responses)  
Inclusive of stakeholder interests  
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

---

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- [ ] Completer survey
- [ ] Employer survey
- [x] Institutional or organizational department (e.g., Alumni Office) (specify)
- [ ] Career and Academic Planning
- [ ] Collaboration with other EPPs
- [ ] Collaboration with school districts
- [ ] Collaboration with state education departments
- [ ] Contracted a consultant or organization
- [ ] Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- [x] Low response rates
- [ ] Inaccurate reporting of employment status
- [ ] Maintaining current candidate records
- [x] Privacy issues
- [x] Insufficient resources
- [x] Other (specify)
- [ ] Lack of tracking system

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers.

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- [x] Self-report from the completer
- [ ] Third party:
  - [ ] School district
  - [ ] State department (specify)
- [ ] Other (specify)
5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

<table>
<thead>
<tr>
<th>Year of program completion</th>
<th>Total number of completers</th>
<th>Employed in a position for which they were prepared</th>
<th>Employed in an education position outside of their preparation</th>
<th>Enrolled in higher education</th>
<th>Employed outside of the education field</th>
<th>Not employed</th>
<th>Employment status unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-2013</td>
<td>260</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>56</td>
<td>187</td>
</tr>
</tbody>
</table>

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20).

5.8 Student loan default rates and other consumer information. Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

<table>
<thead>
<tr>
<th>Consumer information</th>
<th>No Access to data</th>
<th>Access to data</th>
<th>Publicly displayed data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year student loan default rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average cost of attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates enrolled in the unit represent limited cultural diversity. (ITP) (ADV)
2. The composition of faculty represent limited cultural diversity. (ITP) (ADV)

1. Efforts to recruit diverse student/candidate population include faculty members serving as ambassadors (Professors in Residence) in diverse communities to inspire potential teachers among under-represented populations. A goal of formal articulation agreements with community colleges through the region is to diversity the population of students who arrive at JMU seeking, among other programs, teacher licensure. Delivery of programs to remotes sites and involvement in Choices are other strategies
2. The college works closely with JMU's HR Office of HR to ensure that we are recruiting from as diverse a candidate pool as possible. Two of six faculty positions filled this past year were filled by individuals from diverse backgrounds. An outcome of our partnership with Morgan State University was the hiring of a math education doctoral fellow - an outgrowth of JMU/MSU Preparing Future Faculty program.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

We are working diligently to enrich the field experiences aligned with our programs. The 120+ partnerships in which faculty in our educator preparation programs are actively engaged represent all of the school divisions in the Valley, and numerous other divisions around Virginia. We are piloting a new model of field experiences to provide opportunities for candidates to participate in school-based field experiences as early as the second semester of their freshmen year. Among the goals of the program are to familiarize prospective teacher candidates with the culture of schools early in their college experience by engaging them in school-based service and instructional support activities.

The Education Support Center (ESC) continues to be central to developing partnerships with school divisions that support our field-based programs, successfully managing 1200+ practicum placements and over 800 student teacher placements during the report year. Two new school partnerships, Loudoun County and Culpeper County, were established and will provide new opportunities for field placements and inquiry projects. The ESC also worked to provide candidates with diverse field experiences by expanding our connections with Harrisonburg City Public Schools (a system with a highly diverse student population). The need for candidates to experience diverse field placements and other P-12 school-related issues were discussed serially during this reporting period among representatives of the unit and area schools.

Comprised of four different IHEs (one public and three private), and seven area school divisions, the MidValley Consortium for Teacher Education is a region-wide cooperative partnership designed to collaborate on projects of mutual interest (e.g. conducting research; developing candidate performance instruments, coordinating field placements). This year, the consortium developed videos for use in Clinical Faculty Training, significantly expanding our ability to normalize and train observers. The consortium also worked to improve the timeline for student teacher placements and address the challenging issue of coordinating background checks for students in practicum and student teaching internships.

As part of the JMU academic review process, the ESC participated in a year long self study to examine its present goals, practices, and establish a strategic plan for the future. Completed in March of 2013, the self-study report was submitted to a team of external reviewers with demonstrated expertise in candidate support and field experience operations at the regional and national level. This team will conduct an on-site visit in the fall of 2013, at which time it will provide feedback on the self study report, solicit input from stakeholders, and offer recommendations to help guide and support the on-going work of the ESC.

Section 8: Preparer's Authorization

Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.

- [ ] I am authorized to complete this report.

Report Preparer's Information

Name: Amy Thelk
Position: Director of Assessment and Evaluation
Phone: (540)568-3171
E-mail: thelkad@jmu.edu