

2017 EPP Annual Report

CAEP ID:	11293	AACTE SID:	310
Institution:	Belmont University		
Unit:	Department of Education		

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.

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

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 39

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

In Spring 2015, the EPP began to rewrite it's mission and vision statement, directing it more toward "advocating for children, families, and the profession." This resulted in a significant change in the vision and mission of the program, emphasizing advocacy skills, culturally responsive pedagogy, a commitment to training about the effects of poverty on childhood learning, hope vs. deficit language, social-emotional leaning, and stronger commitment to collaboration with school and community partners. We enriched our already established embedded school courses and field experience.

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

The consolidation of Reading Specialist and ELL option to Transformative Literacy, the addition of an M.Ed. in Teacher Leadership, the design and development of a teacher residency in urban education, and the increased coursework in advocacy, culturally responsive pedagogy, impact on trauma on childhood learning, increased field experiences for all EDU courses (not set at a minimum of 20 hours per course prior to the clinical experience, and finally the clear distinction among the degree and clinical field requirements for Student Teaching, Internship, and Residency.

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.

2016 CAEP Annual Report:

<http://www.belmont.edu/grad-ed/pdf/2016%20CAEP%20ANNUAL%20REPORT.pdf>

2015 Report Card on the Effectiveness of EPPs (TN):

<http://www.belmont.edu/grad-ed/pdf/belmont-teacher-effectiveness-training-program-2015.pdf>

2016 Title II Report Traditional (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/2014-15%20TitleII%20Traditional%20Program%20Report%20Card.pdf>

2016 Title II Report Alternative (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/2014-15%20TitleII%20Alternative%20Program%20Report.pdf>

2015 Title II Report Traditional (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/belmont-university-traditional-13-14.pdf>

2015 Title Report Alternative (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/belmont-university-alternative-13-14.pdf>

2014 Title II Report Traditional (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/belmont-university-traditional-12-13.pdf>

2014 Title II Report Alternative (Belmont University):

<http://www.belmont.edu/grad-ed/pdf/belmont-university-alternative-12-13.pdf>

2015 TN Report Card on Effectiveness of EPPs:

<http://www.belmont.edu/grad-ed/pdf/belmont-2015-alternative-and-traditional-report-card.pdf>

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.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

In continuation of SI in Standard 2 the EDU department has begun the move toward the implementation of the TN DOE Partnership Agreement forms with Primary Partners of Metro Nashville Public Schools, the charter schools of LEAD Academy, Knowledge Academy, and the independent schools of Christ Presbyterian Academy, Saint Bernard's, the Episcopal School of Nashville, Hope Academy (Franklin), and a new relationship with the University School of Nashville. Additionally the EDU department is solidifying state-approved partnerships with other schools districts, independent and charter schools, and nonprofit agencies where we place our field experiences. Our partners also include the Islamic Center of Nashville, the Tennessee Immigrant and Refugee Rights Coalition, and the PENCIL Foundation of Nashville through our White's Creek High School Teaching Academy.

The review of clinical field experience curriculum, reflective prompts, and rubrics continued to be evaluated into 2016-2017. Review of the instruments, data collected, and site congruence to the new mission and vision of the EDU department will take place during the summer of 2017 and early fall of 2017. The requirement of 20 field hours in every EDU course prior to the clinical experience was implemented in 2016-2017. New partners for course-embedded and field sights were added to include more exposure to ELL populations, suburban and faith-based schools. In addition, beginning in Spring 2017 all faculty will conduct at least 2 observations of clinical Student Teachers, Interns alongside the clinical supervisors who conduct a minimum of 5 observations per clinical experience.

Using the 2016 CAEP Handbook the EDU department began to more distinctly identify strengths of the program in context to Standard 2 and areas for continued improvement. The further definition of "co-constructed" partnerships were address through increase meetings with school partners. The design of the Metro Nashville Urban Teaching Residency, launched as a pilot in 2016-2017, and officially enrolling for 2017-2018 was evidence of this. The residency team, made up of school district and EPP faculty

and administrators created mechanisms of recruitment for underrepresented candidates, conducted shared interview/entrance criteria and processes, and established a newly formed curriculum addressing urban education needs.

TN DOE refinement of the Tennessee Accelerator Assessment Model (TEAM) for clinical experiences was enhanced by the unit by having an external TN DOE trainer work with supervisors on using the same instrument that is used in TN schools by school administrators. In addition, supervisors and faculty members participated in a collaboration with another EPP in Nashville to look at the TEAM observation and conducted initial inter-rated reliability studies on using the instrument for observation. The indicators and expectations for meeting Standard 2.2 and Standard 2.3 in Tennessee were reviewed by the EDU department in Spring 2017. These will become the minimum standards for continued accreditation review in Tennessee.

Initial review of TN DOE-created, and Belmont EDU-created, assessments will begin their internal review in Summer 2017 and Fall 2017 and external review in Fall 2017 and Winter 2018 using the CAEP Assessment Rubric. The relevancy, consistency, and coherence of the unit's assessment plan for Standard 2 was conducted in 2016-2017 through informal input via supervisor/mentor teacher interaction, review by the Teacher Education Council board members, and within EDU department faculty meetings. In addition, the EDU department started to review Standard 3 and look at selected improvement plans for addressing continued growth in selectivity of underrepresented candidates. The Metro Nashville Urban Residency Program, launched as a pilot in 2016-2017 but officially enrolling in Spring 2017 for 2017-2018 began to see growth in enrollment numbers of underrepresented candidates.

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 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.