Section 1. EPP Profile Updates in AIMS
Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 Basic Information - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 EPP Characteristics and Affiliations - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 Program Options - I confirm that EPP's program listings (including program name, program
review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP’s scope of accreditation; (programs outside of CAEP’s scope of accreditation should be archived and not listed in AIMS).

Agree Disagree
Section 2. EPP’s Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure\(^1\) 270

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.)\(^2\) 49

**Total number of program completers** 319

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\(^1\) For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).
## Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP’s current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Change</th>
<th>No Change / Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Has there been any change in the EPP’s legal status, form of control, or ownership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?</td>
<td></td>
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</tr>
<tr>
<td>3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?</td>
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<td></td>
</tr>
<tr>
<td>3.4. What is the EPP’s current regional accreditation status?</td>
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</tr>
</tbody>
</table>

**Accreditation Agency:**

- Southern Association of Colleges and Schools

**Status:**

- University of North Georgia (UNG) is accredited by the Southern Association of Colleges and Schools

Does this represent a change in status from the prior year?  
- Change ☐ No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP’s Accreditation Policy?

- Change ☐ No Change / Not Applicable
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPPs data display of the CAEP Accountability Measures for Academic Year 2020-2021.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.


4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1)**
  - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  - Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

CAEP Accountability Measures (Initial) [LINK] https://ung.edu/college-of-education/accreditation-and-reporting.php

CAEP Accountability Measures (Advanced) [LINK] https://ung.edu/college-of-education/accreditation-and-reporting.php
Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP’s next CAEP Accreditation Site Review.
Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Introduction

During the 2020-2021 reporting year, the EPP was under review for CAEP accreditation and hosted a virtual site visit. Through our analysis of three data cycles for our initial and advanced assessments, we were able to determine overarching trends and further develop plans for continuous improvement. As far as one aspect of continuous improvement, the Georgia Professional Standards Commission voted that edTPA would no longer be required for teacher certification in Georgia, which meant we would need to determine or create a new assessment for our initial programs in 2020-2021 to measure the skills and knowledge assessed by the edTPA. Secondly, we embarked on the process of selecting and implementing a new data management system. Lastly, advanced programs were relatively new, so at the time of our self-study report and site visit, we were in the process of implementing phase-in plans, which included collecting three full cycles of data on some assessments and surveys and developing EPP-created surveys for our newest program. In the narrative below, we will discuss these two major continuous improvement efforts and provide an update on our phase-in plans.

Continuous Improvement Initiatives

1) Teaching and Learning Assessment

As we monitored and analyzed our initial preparation program assessment data, it was evident by the third cycle that teacher candidates reached expected proficiency levels. However, there were three areas where candidates were meeting expectations but were not as strong in comparison: 1) assessing and using assessment data, 2) differentiating instruction, and 3) maintaining high expectations for all students. In addition, we learned the state would no longer require the edTPA for teacher certification. The edTPA was one of our most robust measures of these three areas. During the summer of 2020, we gathered EPP faculty, discussed the pros and cons of edTPA, and voted on whether to continue using the edTPA as an EPP-wide assessment. The faculty voted to discontinue the use of the edTPA moving forward.

Based on this decision and the need to assess these areas thoroughly, the EPP formed an ad-hoc Assessment Committee to determine how to replace the edTPA. The committee debated using other proprietary assessments, but since student cost was the primary concern with the edTPA, the faculty committee determined it would be best to develop a new assessment. During the 2020-2021 academic year, the faculty worked to create a new assessment, the “Teaching and Learning Assessment” (TLA). The areas of using assessment data, differentiating instruction, and maintaining high expectations for all students are used by educators in unison for instructional planning and teaching. Thus, the committee developed the TLA to include the following three sections that allowed these areas to be assessed: Overview, Instructional Planning and Strategies, and Assessing Student Learning. (1) The "Overview" requires candidates to share contextual information about their instructional site, lesson, students, and learner readiness data. (2) The "Instructional Planning and Strategies" section requires candidates to plan and teach one lesson. A lesson plan template is provided, but there are no minimum or maximum number of days required for the lesson. Within the template, candidates address lesson-specific details such as standards, objectives, instructional strategies, differentiation, and assessments. (3) The "Assessing Student Learning" section requires candidates to analyze student learning data, demonstrate their feedback to students through student work samples, and discuss the next steps for teaching based on assessment results. The TLA was reviewed, revised, and validated ahead of the pilot implementation planned for the full EPP in the 2021-2022 academic year. The TLA is administered as a part of the final internship semester during the full-time teaching period.

2) Assessment System Tool

In preparing for our accreditation self-study and site visit, members of the EPP who worked directly with the online data management system used to administer assessments, surveys, and field placements found it cumbersome, glitchy, and costly for students. The use of this platform required reliance on the system administer for it to be effective with supplementing the monitoring process with manual reviews, constant follow-up, and spreadsheets. During the 2020-2021 academic year, the EPP formed an ad-hoc committee to analyze the pros and cons of the current platform and seven other comparable platforms. The committee developed a list of performance requirements and used it to screen each platform’s capabilities before requesting live system demonstrations. The committee narrowed the platform options to two and then held live system demonstrations for the entire EPP faculty, undergraduate student advisory board, and graduate student advisory board. Feedback was gathered from attendees and shared with committee members for review. Ultimately, the committee determined it best to move from one assessment platform to another. The EPP was able to save each student $139 because the cost of the new platform is a reasonable amount that the EPP can cover. Moreover, the EPP will have a clean slate in an online assessment platform to build an efficient system, which will enable the EPP to improve the overall quality of the candidate monitoring processes with its quality assessment system. The transition from the old platform to the new will begin in 2021-2022, and the EPP will facilitate a phase-in
approach for each program. This will enable the teacher candidates to start and end using the same platform and allow faculty, clinical educators, and stakeholders time to learn the new platform.

Phase-in Plan Updates for Advanced Programs

For standard A.4, the EPP provided a phase-in plan to address the collection of completer and employer satisfaction for the Educational Leadership Tier II program. The EPP explained that it would develop three surveys, including completer, inductee, and employer surveys. In the phase-in plan, the EPP explained that this is a new program with the first cohort completing the program in December of 2020. We have developed and administered the completer survey and collected two cycles of data. Since the first two administrations, the "CAEP Criteria for Evaluating Surveys" criteria were released, so we will revisit the completer survey to review it for sufficiency and potentially revise it. We also developed the inductee and employers surveys. We were able to apply the sufficiency criteria to these surveys and have completed the first part of our survey review, revision, and validation process with our faculty and Educational Leadership Task Force. For these two surveys, we will pilot them with a small group of stakeholders this summer to ensure respondents interpret them as intended. The inductee and employer surveys will be administered for the first time in 2022.

For standard A.1.1, the EPP provided a phase-in plan to address EPP-created assessment sufficiency for our advanced programs. For our site visit, the EPP presented information on the completed validity processes for each EPP-created assessment. At a minimum, all assessments have face validity, but we have also conducted validity studies using Lawshe's method. The EPP also explained the reliability processes for each assessment. Faculty in the Curriculum and Instruction (C&I) program revised the following two key assessments based on the Evaluation Framework for EPP-Created Assessments: 1) the Curriculum Analysis Project and 2) the Research-Based Practitioner Journal Article. During the next academic year, the EPP will have two raters on these assessments and will establish reliability by calculating exact and adjacent agreement percentages. The CAEP coordinator attended the “Data Quality: Deconstructing CAEP R5.2” spring 2022 training and learned that this process would be an improvement to our plans of relying on one rater. As an additional update, the C&I program has proposed a program modification including the addition and deletion of courses. In the 2022-2023 academic year, the program faculty will finalize these changes, and we may have new assessments to include and evaluate for sufficiency moving forward.

For the Tier I Educational Leadership Program, there are four assessments, two of which are proprietary and two are EPP-created. The EPP-created assessments had established validity and reliability at the time of the site visit. The Tier II Educational Leadership Program is our newest advanced program. We proposed to conduct our validation processes in the summer and fall of 2021 for four assessments. Due to a number of factors, we needed to adjust our timeline to complete processes to ensure the sufficiency of the assessments. In 2021, the faculty proposed a change to the plan of study that impacted the courses and assessments. Moreover, funding that was planned to support the work on these assessments during the summer was unavailable. We also had difficulty in acquiring volunteers to participate in the validation studies, as the volunteers tend to be in district-level leadership positions and are busy individuals. Thus, our timeline for finishing the validation studies with our stakeholders has been extended through 2023 to ensure we have time to realign the program coursework and key assessments to the six general proficiencies in RA1.1. We have completed a validation study on one assessment and will continue working on the others. As stated before, we will also change how we will conduct reliability training. Moving forward, we will calculate the exact and adjacent agreement percentages and plan reliability training on a two- or three-year schedule determined by the EPP faculty.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

☐ Yes  ☐ No

6.1.3 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
A.3.3 Selectivity During Preparation
A.3.4 Selection at Completion
A.4.1 Satisfaction of Employers
A.4.1 Satisfaction of Employers
A.4.2 Satisfaction of Completers
A.5.1 Quality and Strategic Evaluation
A.5.2 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R3.2 Monitoring and Supporting Candidate Progression
<table>
<thead>
<tr>
<th>R3.3 Competency at Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4.2 Satisfaction of Employers</td>
</tr>
<tr>
<td>R4.3 Satisfaction of Completers</td>
</tr>
<tr>
<td>R5.1 Quality Assurance System</td>
</tr>
<tr>
<td>R5.2 Data Quality</td>
</tr>
<tr>
<td>R5.4 Continuous Improvement</td>
</tr>
</tbody>
</table>

Upload data results or documentation of data-driven changes.
Section 8: Feedback for CAEP & Report Preparer’s Authorization

8.1. [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1.1 What semester is your next accreditation visit?
Spring 2027

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
We have no questions at this time.

8.2 Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission.

☑️ I am authorized to complete this report.

Report Preparer’s Information

Name: April Nelms  
Position: CAEP Coordinator  
Phone: 706-864-1672  
E-mail: anelms@ung.edu

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

☑️ Acknowledge