

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- ☒ Agree
☐ Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

University of Montana-Mi

EPP Name

Phyllis J. Washington Co

Carnegie Classification

Doctoral Universities: ▾

Control of Organization

Public ▾

Population Served

Not Applicable ▾

Degree of Urbanization

Urban ▼

Language of Instruction

English ▼

Religious Affiliations

Undenominational ▼

Organizational Accreditation

Northwest Commission or ▼

Degree Granting

☒ Yes
☐ No

Address

32 Campus Drive

Address 2

City

Missoula

State

Montana ▼

Zip

59812-1295

Country

United States ▼

Phone

406-243-4911

Website

www.umt.edu/educator open in new window

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- ☒ Agree
☐ Disagree

1.2.2. I confirm that EPP s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- ☒ Agree
☐ Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- ☒ Yes
☐ No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- ☒ Yes
☐ No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- ☒

Yes

☐ No

Section 2. EPP s Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report : Section 2. EPP s Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

109

Previous Year Number of initial-licensure level Graduates:

109

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

48

Previous Year Number of advanced level Graduates:

48

Total number of program graduates

157.00

Previous Year Total Number of Graduates:

157

Change from last year:

Display calculation Difference between last year and this year

0.00

AR Reviewer Question 2. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

☐ Yes

☒ No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year s Annual Accreditation Report.

3.1. Has there been any change in the EPP s legal status, form of control, or ownership?

☐ Change

☒

No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. 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?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

none

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Report : Annual Accreditation Report : Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

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

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.umt.edu/education/graduate/education-preparation/>

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

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).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.umt.edu/ed> open in new window

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

<https://www.umt.edu/ed> open in new window

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- ☒ Yes
☐ No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- ☒ Yes
☐ No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- ☒ Yes
☐ No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures,

appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- ☒ Yes
☐ No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- ☒ Yes
☐ No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- ☒ Yes
☐ No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- ☒ Yes
☐ No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 5: Areas for Improvement 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) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the

AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: 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.]

☒ Yes

☐ No

AFI/STIPULATION

Component	Type	Status	Rationale
A.2.1 Partnerships for Clinical Preparation	AFI	Open	An insufficient plan was provided to support co-constructing mutually beneficial and co-designed experiences.
A.3.1 Admission of Diverse Candidates Who Meet Employment Needs	AFI	Open	Insufficient evidence was provided that there have been sustained, targeted recruitment efforts for advanced candidates. The EPP provided limited evidence that demonstrated annual monitoring and progress of recruiting events and revisions made based on the effectiveness of listed recruitment efforts. There was no evidence of targeted efforts of recruitment of diverse candidates or that any efforts are targeted to meet the needs of community, state, national, and regional needs.

A.5.1 Quality and Strategic Evaluation	AFI	Open	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning Quality Assurance System that ensures a sustainable process to use data to document operational effectiveness.
A.5.5 Continuous Improvement	AFI	Open	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.
R2.1 Partnerships for Clinical Preparation	AFI	Open	The EPP provided a sample MOU and emails but no details about partnerships, action items, data review, or decisions.
R2.2 Clinical Educators	AFI	Open	The EPP provided a training powerpoint and email communication but no data on training details nor data on the clinical evaluator survey.
R2.3 Clinical Experiences	AFI	Open	The EPP provided contact hours and course sequences (duration) but limited details about breadth, depth, and coherence of experiences.
R3.1 Recruitment	AFI	Open	The EPP provided limited evidence that there have been sustained, targeted recruitment efforts for teacher candidates, including those who are diverse. The EPP did present a recruitment plan to indicate future efforts in this area, but no baseline data were provided. The EPP did not provide evidence that demonstrates annual monitoring and progress of recruitment and revisions made based on the monitoring or effectiveness of listed recruitment efforts.

R4.2 Satisfaction of Employers	AFI	Open	The EPP did not provide evidence of employer satisfaction data that could be tied to any specific EPP in the state; disaggregated by program of preparation, year of completion, or race/ethnicity. The one cycle of data presented was on all EPPs in the state, collected in 2018 from employers who employed alumni from any EPP in the state of Montana from 2014 - 2017.
R5.1 Quality Assurance System	AFI	Open	The EPP provided limited evidence of a functional QAS system. The EPP has not developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to use data to document operational effectiveness.
R5.2 Data Quality	AFI	Open	The EPP provided limited evidence that data used for assessment purposes is relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.
R5.3 Stakeholder Involvement	AFI	Open	The EPP provided limited evidence of internal and external stakeholder involvement in the development, analysis, and program changes associated with data collected.
R5.4 Continuous Improvement	AFI	Open	The EPP provided limited evidence of regularly, systematically, and continuously assessing performance goals and relevant standards, tracking results over time, and documenting modifications and the effects on EPP outcomes.

Items per page:

100 ▼

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Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :

Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Progress on the Plan for RA4: The work on Standard RA4 is part of a statewide effort of the Montana Continuous Improvement Collaborative (CIC) which is a standing committee of the Montana Council of Deans of Education (MCDE). The sole focus of the CIC is CAEP Standard R4 and RA4 looking at program impact and completer and employer satisfaction to develop a statewide implementation system. The CIC is made up of the four CAEP-accredited EPPs in Montana and the MCDE consists of all ten EPPs representing public, private, and tribal institutions in Montana. Any decisions made by the CIC are routed back to the MCDE for consideration and final decision-making.

Progress has been made on the phase-in plan on a delayed timeline. The biggest factor was the changing of Montana's Professional Educator Preparation Program Standards (PEPPS) culminating in the passing of new standards by the Montana Board of Public Education (BPE) in 2023. The other factor was that one of the three EPPs in the state with educational leadership programs underwent their state and CAEP program review in the fall and lacked the personnel to focus on this activity. It is anticipated that validity work and a pilot will be completed on the instrument in the summer or early fall of 2024 pending final approval by the impacted programs and the MCDE. Employment data was collected for advanced program completers when the initial program data was collected this spring, so the EPPs have the employer information ready for the pilot. The principal employer survey would then be implemented per the CIC protocol followed by the completer survey in Spring 2025, and then on an every-other-year cycle moving forward.

The same groups involved in the principal survey will be creating a superintendent completer survey instrument using the same process described above. It is anticipated this instrument will

be completed during Autumn 2024. The process for obtaining employer feedback for the superintendent licensure programs will need to be discussed at an early fall meeting of the two Montana flagship educational leadership programs.

While there has been a delay in the timeline to allow for alignment with newly implemented state standards aligned with NELP, progress is being made and the advanced programs should meet the target of ongoing data collection by 24-25 as scheduled.

Progress on the Plan for A5.2: Montana's Professional Educator Preparation Program Standards (PEPPS) shifted to new NELP-based standards by the Montana Board of Public Education (BPE) in 2023. As described previously in this report, this has prompted the educational leadership faculty to undertake a process of full revision of the principal licensure programs from the coursework and curriculum through assessments and clinical experiences. Consequently, the timeline has been pushed back since this is not simply a matter of tightening up what we're doing now, but relooking at what and how we are doing things while involving the department's Advisory Council. The AC work is further documented in the A2.1 and A5.3 sections of this report. The curriculum work and that of the AC have incorporated conversations on assessments and we are keeping track of possible activities and assessments provided by both the faculty and the AC. Once this process is further along, we will have more to report related to A5.2.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- ☒ Yes
☐ No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to

complete the 2024 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.

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.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

Semester of EPP s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Next Visit Date [Year] - Initial-Licensure Level

2027

Next Visit Date [Semester] - Advanced Level

Spring

Next Visit Date [Year] - Advanced Level

2027

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

n/a

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

☒ Yes

☐ No