

**Hanover College**  
**Title II Higher Education Act Report Cards**  
**For Teacher Preparation**  
**2013, 2012, 2011**



# Title II

## Higher Education Act

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Hanover College  
Traditional Program  
2011-12

Print Report Card

Institution Information

**Name of Institution:** Hanover College

**Institution/Program Type:** Traditional

**Academic Year:** 2011-12

**State:** Indiana

**Address:** PO Box 108

Hanover, IN, 47243

**Contact Name:** Dr. Kay Williams

**Phone:** 812-866-7395

**Email:** willkay@hanover.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Chemistry	No
Elementary Education Generalist	No
English language arts	No
Health Education	No
Life Sciences	No
Mathematics	No
Physical education	No
Social Studies: Government	No
Social Studies: Historical perspectives	No
Visual arts	No
World Language: German	No
World Language: Spanish	No
<b>Total number of teacher preparation programs: 12</b>	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year winter term

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://education.hanover.edu/prospects/applying.php>

Please provide any additional about or exceptions to the admissions information provided above:

Under the element of "minimum basic skills test score," The Hanover College Teacher Education Program requires passage of the Praxis I in order to be admitted. The qualifying scores are 176 for reading, 172 for writing, and 175 for mathematics.

In the 2010-2011 year The Hanover College Teacher Education Program adopted the Indiana composite option on the Praxis I, which allows admittance into the program with a composite Praxis score of 527, based on reading, writing, and math. Several students during the 2010-2011 reporting year took advantage of this option.

The Hanover College Teacher Education Committee-which includes EDU faculty, liberal arts faculty, one secondary and one elementary teacher candidate, and the Registrar-reviews all applications and makes decisions about admission to the elementary or secondary teacher education programs based upon the criteria designated above. In the past the committee has occasionally admitted a student or two conditionally, waiting for the passing of one of the three sub-sections of the Praxis I or waiting for another semester's grades if the GPA was very slightly below the 2.5 requirement. However, in the 2010-2011 reporting year, the committee did set strict admissions criteria and no longer admitted candidates on a conditional basis.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Interview is required before student teaching approval	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.18

What is the minimum GPA required for completing the program?

2.67

What was the median GPA of individuals completing the program in academic year 2011-12

3.24

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	81
Unduplicated number of males enrolled in 2011-12:	23
Unduplicated number of females enrolled in 2011-12:	58

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	77
Two or more races:	0

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	81

Please provide any additional information about or descriptions of the supervised clinical experiences:

Early field experiences are located near the Hanover College campus to minimize travel time and cost of transportation for candidates. Each of these early or mid-point field experiences are arranged and supervised by an EDU faculty member. The cooperating schools have been actively engaged with the EPP over the last ten years. Candidates must have an Indiana Police Records Check to observe or work in the schools. Candidates who work alongside special educators and who observe students in special education classes sign a confidentiality agreement. All candidates sign a professional disposition agreement as a part of any of these field experiences. Teacher candidates might interact with p-12 students in classrooms, as volunteer tutors or as College mentors.

All clinical field experience (CFE) supervisors are faculty members specializing in the content of the teacher candidate's anticipated licensing area by the time of their second methods course. All CFE supervisors must have obtained at the minimum a master's degree by the time of their supervision and have taught in the public school system under the licensure they are planning on supervising. Each secondary teacher candidate also has a content area specialist assigned for each CFE, which is prearranged by an Education Department professor. In other words, by the time a candidate reaches the mid-level assessment, he or she is supervised by a Department of Education supervisor along with a content area specialist in the various school corporations.

Supervisors are familiar and could be employed with the local school corporations used for CFEs and provide multiple opportunities for feedback based on a candidate's performance in the school setting. All field experience locations are carefully picked through a process of contacting the administration to discuss needs and retrieving referrals from public teachers, administrators, and former students on certain CFE classrooms. Contact is then made with the CFE teacher candidate mentor and a relationship is forged.

The culminating field experience is the 14 consecutive weeks of student teaching that typically occurs in the undergraduate's senior year. All students can choose between local assignments, greater Indianapolis, Louisville, Philadelphia, or Cincinnati student teaching placements. Jennings County, Scott District 2, Greater Clark County, and Switzerland County schools are also options for student teachers. Two undergraduate student teachers recently completed their 14 week assignment through The Philadelphia Center, which has an internship agreement with Hanover College. Student teachers participate in or lead parent-teacher conferences as well. Some student teachers offer before or after school homework sessions for p-12 students. Student teachers are expected to keep the same school hours, professional development days, and holiday breaks as expected of mentor teachers.

All teacher candidates reported here had at least one supervised clinical experience by the time of candidacy. All candidates are assigned an Education advisor--one of the Education professors.

Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	16



Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	9
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	16
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	2
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Health and Movement Studies	3

### Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 25

2010-11: 19

2009-10: 17

### Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

1

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

This EPP saw to one mathematics program completer in the 2012 cohort. He is currently teaching in Putnam, Indiana. Close academic advising for this program completer by both mathematics and education departments was critical. Collaboration with the College's Mathematics Department has resulted in an approved NCTM program. Both mathematics and education departments continue to recruit math majors who want to teach.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

Academic advising by Education and Mathematics departments for each candidate is proving to be very helpful. Risk is higher for math majors to hold the minimum certification grade point average. Mathematics pedagogy is better applied, if the education methods instructor is also a part of clinical experience where planning and strategies are considered in the context of classroom and group of students. This EPP currently has 3 math education candidates in the pipeline. The EPP is also collaborating on writing a NOYCE grant which would recruit math and science majors (STEM) who want to teach as a result of articulation with the Ivy Tech. This grant would also recruit math and science teacher candidates from a sizeable pool of Hanover College students who leave a pre-med course of study.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

1

**Provide any additional comments, exceptions and explanations below:**

The EPP currently has one sophomore, one junior, and one senior mathematics candidates in the pipeline. The EPP will have one mathematics program completer in 2013. He will graduate with honors from the mathematics and education departments.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

1

**Provide any additional comments, exceptions and explanations below:**

This EPP will have one mathematics program completer in 2014. He is currently working to qualify for student teaching and is successfully completing a second methods course and clinical experience, where the methods instructor works alongside the junior candidate and the junior high cooperating mentor teacher during the 14 week term. At least one mathematics teacher candidate in each and every cohort is a goal. If we receive a NOYCE grant, our goal increases with high school recruitment strategies and articulation between Hanover College and Ivy Tech.

## Section II. Annual Goals - Science

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

## Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

1

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

**Description of strategies used to achieve goal, if applicable:**

This EPP has one junior biology teacher candidate who is struggling to qualify for student teaching because of his grade point average in his biology major. He is retaking a biology course and is working closely with his biology and education advisors. As in mathematics, close advising across departments has been key. We have two prospective life/environmental science candidates who are enrolled in entry-level education courses. These two women will apply for candidacy next Fall, 2013. Professor Hanson, our current Education Chair, is a science educator. She draws prospective science candidates into the College's Rivers Institute p-12 science programs to volunteer to teach science lessons. The Rivers Institute offers science fieldtrips, teacher workshops, and science summer camps where prospective science teacher candidates can volunteer to teach.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

The NOYCE grant proposal includes science education (STEM). Therefore, this EPP hopes to increase recruitment activities with high schools and Ivy Tech. As the case with mathematics, this EPP also wants to recruit science educators from the

pool of Hanover College students who withdraw from the College's pre-med program. The Education Department would like to kindle these students' initial interest in science.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

This EPP does not provide teacher certification in special education. The Education Department professors do hold expertise in special education so that the department could in its future propose and offer a special education certification program. Currently, all teacher candidates spend 20 hours shadowing a special educator during the school day in a p-12 school, study Response to Intervention strategies and implementation, are tested on Indiana Title 511 Special Education Rules, and write a case study based on p-12 clinical experiences.

## Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?



Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

This EPP does not offer certification for teachers of LEP students. All teacher candidates are required to study LEP instructional strategies within a Response to Instruction model, presuming that all candidates will need Tier 1 (classroom-based) strategies. Elementary education candidates are encouraged to minor in a modern language such as Spanish, German, or French. Consequently, this EPP observes that those candidates with a second language are usually recruited before graduation to assist k-6 schools with LEP students. The EPP currently works with three elementary schools (Louisville & Indianapolis) that are magnets for language immersion or international p-12 students. Two or three Hanover College student teachers choose placement in these schools each year. Two alumna are 2nd and 4th year teachers in these schools.

## Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

NA

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Addressing hiring and recruitment trends:

2012 marked the third year of increased total number of program completers. This EPP increased number of candidates to two in the pipeline for science education since 2012. This EPP is collaborating with Ivy Tech and local high schools to propose a Noyce Foundation grant for recruitment of STEM and low-income students to mathematics or science degrees and teacher certification. The Hanover math and science department professors continue to work with the Education Department to very closely advise science or mathematics candidates through their four years of undergraduate studies. The Education Department includes two I-STEM trained tenured professors—one in mathematics and one in life sciences. Science and math teacher candidates are invited to regional STEM-related conferences. 100% of Hanover College's 2012 program completers were tracked into their first year of education-related employment; 80% of the 25 program completers have full-time employment as a teacher.

Needs of schools and instructional decisions new teachers face:

Teacher evaluation and evidence of student learning are two key factors that drive instructional decisions. The Education Department organizes an alumni panel of teachers and school administrators for a student teaching seminar to talk about current issues in schools, teacher evaluation, teacher union/association membership, contracts, and mandated testing. Foundations of Education course requirements include tours of New Tech, charter, magnet, or urban schools—different from most rural high schools that teacher candidates attended. The Indiana Department of Education (IDOE) has recommended new teacher evaluation rubrics; the EPP marked its student teaching rubric to indicate IDOE expectations. The EPP's Department Advisory Board represents community school teachers, administrators, and College faculty who are interested in p-12 education and school issues. This Advisory keeps the EPP informed of school needs and current instructional decisions including those associated with integrating technologies. The EPP recently received a \$50,000 alumni gift to renovate the Education facility and equip its classrooms with Promethian boards, document camera, an I-Pad bank, and flat-screen television. Online course requirement for Indiana high school students and face-to-face online mentoring are now a part of the EPP's teacher preparation. The College's ISEA chapter has offered to host IDOE webinars and campaign talks as a reason to gather candidates outside of class time. Student teachers are required to participate in

their host school's workshops and teacher training regarding I-STEM, Response to Intervention and mandated testing. A \$5000 additional gift to the Education Department's Cullie Brooks Spicer Phillips endowment, which funds scholarships for student teaching assignments in urban settings, means that 41% of 2012 program completers increased their sense of what kind of school they wanted to teach in and perspective about urban as well as rural school cultures as a result of this scholarship.

Training in providing instruction to children with disabilities:

EDU 230 Teaching Diverse Learners is a required teacher certification course that requires candidates to shadow (20 hours) a special educator in a local middle school (grades 6-8), to pass an exam over Indiana's Title 511 special education rules, and to complete case study based on observations and work with a student who has an IEP. EDU 230 candidates also study Response to Intervention, focusing on Tier 1 strategies in an inclusive classroom. Candidates role play being school data team members and problem-solve strategies for low-achieving p-12 students. EDU 230 field experience included observing special needs students in several classes including physical education and art, and consequently considered RTI across a student's daily schedule. EDU 230 candidates were also able to observe case conferences.

All formal lesson plans and analysis of teaching must include adaptations anticipated or used in practice teaching, especially given IEP requirements. All junior candidates are required to construct annotated seating charts to indicate student strengths and weaknesses, IEP requirements, after-school employment, or extra-curricular activity. Secondary candidates employ researched-based Marzano (2007) instructional strategies. A required, secondary education, introductory course, Inquiry in Education, includes studying the adolescent identity related to being disabled. The elementary senior seminar requires tutoring of k-6 students who have been identified as having reading difficulties. All practice teaching is in classrooms presumed to be inclusive. All student teachers must prepare analysis of student learning that includes identification of curricular or instructional adjustments need for students with special needs (Response to Intervention/Instruction).

Training in providing instruction to English Language Learners (ELLs):

Teaching Diverse Learners, a required education course, requires candidates to revise a lesson in order to include students who are learning English. Scaffolding language instruction (Gibbons, 2002), multicultural curriculum (Banks), and culturally responsive (conceptual framework) instruction are emphasized. Candidates can receive credit for volunteering at the county's Casa Amiga, a service agency for immigrant or refugee families learning English. All candidates apply research-based, Marzano strategies, related to tier 1 of RTI. 19% of schools hosting our student teachers since 2010 have at least 7% of their current school population identified as ELL. Student teachers are encouraged to choose to student teach in Louisville, Cincinnati, Philadelphia, or Indianapolis in order to work with a culturally diverse student population. Three elementary schools in these cities are magnets for language immersion or ELLs. Elementary education senior seminar candidates research best practice for ELLs.

Training in providing instruction to children from low income families:

The certification required course, Inquiry in Education, requires a study and critique of Ruby Payne, Jawanza Kunjufu, Lisa Delpit, and Jonathan Kozol-- perspectives about families living in poverty. Schools that host our candidates before student teaching have 31-60% of their students on free and reduced lunch. Candidates in Foundations of Education are required to tutor in an after school program for k-6 students who have been identified as at-risk because of low-income and family need for food. This is the first academic year for teacher candidates enrolled in the required Inquiry in Education course to use Skype with p-12 students who live in high poverty areas in Kentucky through the Gear Up-Connecting the Dots collaboration with Berea College. Host schools in Philadelphia (student teaching assignments) report 88% student population on free or reduced lunch.

Training on how to effectively teach in urban and rural schools:

41% of student teachers choose a 14-week student teaching assignment in Louisville, Indianapolis, culture different from their own and at least a 3-day clinical experience in Cincinnati elementary or secondary schools. All pre-student teaching assignments are in low-income, low tax base rural schools. The EPP works in schools where teacher mentors (5) and principals (4) of color are able to work with teacher candidates.

## Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	11	177	11	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	12	181	12	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	12	180	11	92
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	4			

ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	57	181	57	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	25	181	25	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	19	182	19	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	19	181	19	100

ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	57	180	57	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	25	180	25	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	19	182	19	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	19	180	19	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	57	177	57	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	25	177	25	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	19	180	19	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	19	179	19	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	1			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	11	519	11	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	12	523	12	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	11	524	11	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	25	24	96
All program completers, 2010-11	19	19	100
All program completers, 2009-10	20	19	95

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program.

Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes

- use technology effectively to collect data to improve teaching and learning

Yes

- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

How program prepares teachers to effectively integrate technology into curricula and instruction:

As noted earlier in this report, the Department of Education received a generous gift from a College alumni for the purpose of renovating the Education facility classrooms and technologies. As a result, teacher candidates now have access to Promethian boards and ActivInspire software to design interactive lessons. Candidates can also use I-Pads to experience face-to-face interaction with p-12 students online. For example, the Foundations of Education participants agreed to mentor Kentucky middle school students via Skype as part of Berea College's Gear-Up program. All elementary candidates are required to design at least one lesson using the Promethian board. When planning lessons, our candidates are required to include the necessary National Educational Technology Standards, for both professors and candidates in their lesson plans. Our candidates also have the opportunity to use and develop lessons on iPads, iMacs and PCs. Candidates are required to create an annotated bibliography of technology programs and resources; candidates have the opportunity to review, analyze and critique a number of technology resources including production websites, interactive websites, and iPad applications. The gift also included training for College faculty and teacher candidates. One of the trainers is the local school corporation's technology coordinator. Secondary junior candidates are now asked to become members of national specialty professional organizations in order to take advantage of online teaching resources rather than purchase textbooks for methods courses. In some instances, Education courses welcome candidate use of laptops and cell phones as part of course instruction. Of course, the EPP works with some schools that also encourage the same kind of integrated instruction. The EPP recently signed a lease with Innovative Assessment Technologies which will require teacher candidates to subscribe to an electronic portfolio system, PASS-PORT. Candidate use of this assessment tool will redefine their notions of portfolio.

How program prepares teachers to effectively use technology to collect, manage, and analyze data in order to improve teaching and learning toward increasing student learning:

All candidates generate pre and post assessment analysis in their methods courses and during student teaching. The analysis of student learning must include a data spreadsheet and disaggregated data per group of p-12 students. This analysis is shared with teacher mentors, faculty supervisors, and peers. Candidates use the application Record of Reading to record a student and complete a running record of p-12 reading. Student teachers learn to use the school corporation's online grading system, which exists in most schools that the EPP works with. This analysis of data is part of the EPPs focus on a circular model of instruction (rather than a linear process) where analysis of student data contributes to instructional decisions and curriculum. Student teachers also attend teacher work sessions and workshops that require the organization and analysis of student assessment data to determine Response to Intervention strategies. Most candidates become familiar with Acuity, STAR, or other State-sanctioned testing program

How program prepares teachers to use principles of universal design for learning:



The EPP's required EDU 230 Teaching Diverse Learners and the secondary methods course, Curriculum, Instruction and Assessment courses ask candidates to consider principles of universal design (NC State University, The Center for Universal Design) in their required observations and practice teaching in local schools and specifically related to differentiating instruction for students with special needs including learning English. The same course includes a workshop facilitated by the regional PATINS Project coordinator. PATINS is a state-wide technical assistance network for educators and families to access assistive technologies for school and home. This workshop focuses on the Americans with Disabilities Act and universal design. The current EDU 230 instructor asked candidates to review a PATINS grant that the local school corporation wrote. This instructor is a school board member of the school corporation and serves on the school corporation's Technology Committee. Candidates see cutting-edge assistive technologies during their EDU 230 field experience in special education settings.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

How program prepares general education teachers to teach students with disabilities effectively and related to being a member of the case conference:

The required Teaching Diverse Learners requires candidates to write a case study based upon a 20 hour shadowing of a special education teacher and experience teaching or tutoring a student identified as having a disability. Candidates also must pass an exam about Title 511 Indiana Rules for Special Education and Section 504 of the Americans with Disabilities Act. Candidates also present their understanding of Response to Intervention. In some cases, these candidates are allowed to observe case conferences and read IEPs. All candidates sign a confidentiality agreement as this course begins. The same course also requires a study of strategies and universal design related to English language learners (ELLs). Candidates are required to revise a standard lesson plan in a way that will increase an ELL's participation and learning. Models for instruction are based upon Rothenberg & Fisher's (2007) *Teaching English Language Learners: A Differentiated Approach*. In most cases, student teachers participate or observe IEP team sessions and work cooperatively with special educators in the general education classrooms. Most student teachers also experience working with an ELL.

How program prepares general education teachers to teach English language learners effectively:

As noted earlier in this report, the required Teaching Diverse Learners course requires candidates to study ELL language acquisition and inclusive strategies (Rothenberg & Fisher, 2007) for general education instruction. Candidates revise a traditional lesson plan to better address ELL language acquisition and participation in the general education classroom. For example, lesson design should include a focus on the identification of critical words and phrases in context especially in an effort to connect new vocabulary to what an ELL already knows. Student teachers typically will work with at least one ELL in fourteen weeks of student teaching.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
NA
- **participate as a member of individualized education program teams**  
NA
- **teach students who are limited English proficient effectively**  
NA

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Hanover College does not currently have a program to prepare special education teachers; however, there are discussions to possibly add such a program in several years.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

The status of this EPP programs changed during the 2011-2012 academic year as the Indiana Department of Education (IDOE) required all of its EPPs to use the SPA review process for all of our programs except visual arts. Therefore, this EPP had to determine which programs would be defined by SPAs as dormant or deferred for low enrollment and which programs would be proposed as a SPA program for the first time. The EPP currently has seven dormant secondary programs, 4 deferred, 6 SPA approved with conditions programs, and one IDOE approved with conditions visual arts program. The EPP has stronger candidate assessments and alignment with national as well as IDOE teacher standards as a result of SPA program evaluations. Helpful feedback from SPAs motivated this EPP to examine validity and utility of data especially related to the student teaching rubric. Validity and reliability of rubric scores has increased because numeric scores are more specifically defined. Pass/fail determination is now based on all candidates meeting 80% of all indicators in a rubric. The EPP uses mostly program-specific rubrics now as compared to the use of mostly generic/general rubrics for all candidates. The EPP found itself labeled "at risk" by the IDOE for inaccurate and late Title II reporting in 2011. The 2012 EPP Director of Teacher Education corrected this EPP's reporting practices and developed a positive network with IDOE, ETS, and Title II support personnel which resulted in timely and accurate reporting in 2012. The IDOE removed Hanover

College from its at-risk status on May 29, 2012 by the former Indiana Department of Education's Educator Effectiveness Preparation Specialist, Flo Barnes. Copies of email and online posting of the EPP's accredited status by IDOE was sent to NCATE and Dana Leon-Guerrero on January 22, 2013. As a result of SPA program evaluation and closer attention to Title II reporting, the EPP's assessment system has undergone considerable change. See attached ASSESSMENT SYSTEM SCHEDULE.

Supporting Files

[Assessment System Schedule](#)

Hanover College  
Traditional Program  
2011-12

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 12/31/2015)

## Title II Text for Assurances

April 29, 2013

### Most successful strategies!

#### Addressing hiring and recruitment trends

2012 marked the third year of increased total number of program completers. This EPP increased number of candidates to two in the pipeline for science education since 2012. This EPP is collaborating with Ivy Tech and local high schools to propose a Noyce Foundation grant for recruitment of STEM and low-income students to mathematics or science degrees and teacher certification. The Hanover math and science department professors continue to work with the Education Department to very closely advise science or mathematics candidates through their four years of undergraduate studies. The Education Department includes two I-STEM trained tenured professors—one in mathematics and one in life sciences. Science and math teacher candidates are invited to regional STEM-related conferences. 100% of Hanover College's 2012 program completers were tracked into their first year of education-related employment; 80% of the 25 program completers have full-time employment as a teacher.

#### Needs of schools and instructional decisions new teachers face

Teacher evaluation and evidence of student learning are two key factors that drive instructional decisions. The Education Department organizes an alumni panel of teachers and school administrators for a student teaching seminar to talk about current issues in schools, teacher evaluation, teacher union/association membership, contracts, and mandated testing. Foundations of Education course requirements include tours of New Tech, charter, magnet, or urban schools—different from most rural high schools that teacher candidates attended. The Indiana Department of Education (IDOE) has recommended new teacher evaluation rubrics; the EPP marked its student teaching rubric to indicate IDOE expectations. The EPP's Department Advisory Board represents community school teachers, administrators, and College faculty who are interested in p-12 education and school issues. This Advisory keeps the EPP informed of school needs and current instructional decisions including those associated with integrating technologies. The EPP recently received a \$50,000 alumni gift to renovate the Education facility and equip its classrooms with Promethian boards, document camera, an I-Pad bank, and flat-screen television. Online course requirement for Indiana high school students and face-to-face online mentoring are now a part of the EPP's teacher preparation. The College's ISEA chapter has offered to host IDOE webinars and campaign talks as a reason to gather candidates outside of class time. Student teachers are required to participate in their host school's workshops and teacher training regarding I-STEM, Response to Intervention and mandated testing. A \$5000 additional gift to the Education Department's Cullie Brooks Spicer Phillips endowment, which funds scholarships for student teaching assignments in urban settings, means that 41% of 2012 program completers increased their sense of what kind of school they wanted to teach in and perspective about urban as well as rural school cultures as a result of this scholarship.

#### Training in providing instruction to children with disabilities

EDU 230 Teaching Diverse Learners is a required teacher certification course that requires candidates to shadow (20 hours) a special educator in a local middle school (grades 6-8), to pass an exam over Indiana's Title 511 special education rules, and to complete case study based on observations and work with a student who has an IEP. EDU 230 candidates also study Response to Intervention,

focusing on Tier 1 strategies in an inclusive classroom. Candidates role play being school data team members and problem-solve strategies for low-achieving p-12 students. EDU 230 field experience included observing special needs students in several classes including physical education and art, and consequently considered RTI across a student's daily schedule. EDU 230 candidates were also able to observe case conferences.

All formal lesson plans and analysis of teaching must include adaptations anticipated or used in practice teaching, especially given IEP requirements. All junior candidates are required to construct annotated seating charts to indicate student strengths and weaknesses, IEP requirements, after-school employment, or extra-curricular activity. Secondary candidates employ researched-based Marzano (2007) instructional strategies. A required, secondary education, introductory course, Inquiry in Education, includes studying the adolescent identity related to being disabled. The elementary senior seminar requires tutoring of k-6 students who have been identified as having reading difficulties. All practice teaching is in classrooms presumed to be inclusive. All student teachers must prepare analysis of student learning that includes identification of curricular or instructional adjustments need for students with special needs (Response to Intervention/Instruction).

#### Training in providing instruction to English Language Learners (ELLs)

Teaching Diverse Learners, a required education course, requires candidates to revise a lesson in order to include students who are learning English. Scaffolding language instruction (Gibbons, 2002), multicultural curriculum (Banks), and culturally responsive (conceptual framework) instruction are emphasized. Candidates can receive credit for volunteering at the county's Casa Amiga, a service agency for immigrant or refugee families learning English. All candidates apply research-based, Marzano strategies, related to tier 1 of RTI. 19% of schools hosting our student teachers since 2010 have at least 7% of their current school population identified as ELL. Student teachers are encouraged to choose to student teach in Louisville, Cincinnati, Philadelphia, or Indianapolis in order to work with a culturally diverse student population. Three elementary schools in these cities are magnets for language immersion or ELLs. Elementary education senior seminar candidates research best practice for ELLs.

#### Training in providing instruction to children from low income families

The certification required course, Inquiry in Education, requires a study and critique of Ruby Payne, Jawanza Kunjufu, Lisa Delpit, and Jonathan Kozol-- perspectives about families living in poverty. Schools that host our candidates before student teaching have 31-60% of their students on free and reduced lunch. Candidates in Foundations of Education are required to tutor in an after school program for k-6 students who have been identified as at-risk because of low-income and family need for food. This is the first academic year for teacher candidates enrolled in the required Inquiry in Education course to use Skype with p-12 students who live in high poverty areas in Kentucky through the Gear Up-Connecting the Dots collaboration with Berea College. Host schools in Philadelphia (student teaching assignments) report 88% student population on free or reduced lunch.

#### Training on how to effectively teach in urban and rural schools

41% of student teachers choose a 14-week student teaching assignment in Louisville, Indianapolis, culture different from their own and at least a 3-day clinical experience in Cincinnati elementary or secondary schools. All pre-student teaching assignments are in low-income, low tax base rural schools. The EPP works in schools where teacher mentors (5) and principals (4) of color are able to work with teacher candidates.

## **Section V. Use of Technology**

### How program prepares teachers to effectively integrate technology into curricula and instruction:

As noted earlier in this report, the Department of Education received a generous gift from a College alumni for the purpose of renovating the Education facility classrooms and technologies. As a result, teacher candidates now have access to Promethian boards and ActivInspire software to design interactive lessons. Candidates can also use I-Pads to experience face-to-face interaction with p-12 students online. For example, the Foundations of Education participants agreed to mentor Kentucky middle school students via Skype as part of Berea College's Gear-Up program. All elementary candidates are required to design at least one lesson using the Promethian board. When planning lessons, our candidates are required to include the necessary National Educational Technology Standards, for both professors and candidates in their lesson plans. Our candidates also have the opportunity to use and develop lessons on iPads, iMacs and PCs. Candidates are required to create an annotated bibliography of technology programs and resources; candidates have the opportunity to review, analyze and critique a number of technology resources including production websites, interactive websites, and iPad applications. The gift also included training for College faculty and teacher candidates. One of the trainers is the local school corporation's technology coordinator. Secondary junior candidates are now asked to become members of national specialty professional organizations in order to take advantage of online teaching resources rather than purchase textbooks for methods courses. In some instances, Education courses welcome candidate use of laptops and cell phones as part of course instruction. Of course, the EPP works with some schools that also encourage the same kind of integrated instruction. The EPP recently signed a lease with Innovative Assessment Technologies which will require teacher candidates to subscribe to an electronic portfolio system, PASS-PORT. Candidate use of this assessment tool will redefine their notions of portfolio

### How program prepares teachers to effectively use technology to collect, manage, and analyze data in order to improve teaching and learning toward increasing student learning:

All candidates generate pre and post assessment analysis in their methods courses and during student teaching. The analysis of student learning must include a data spreadsheet and disaggregated data per group of p-12 students. This analysis is shared with teacher mentors, faculty supervisors, and peers. Candidates use the application Record of Reading to record a student and complete a running record of p-12 reading. Student teachers learn to use the school corporation's online grading system, which exists in most schools that the EPP works with. This analysis of data is part of the EPPs focus on a circular model of instruction (rather than a linear process) where analysis of student data contributes to instructional decisions and curriculum. Student teachers also attend teacher work sessions and workshops that require the organization and analysis of student assessment data to determine Response to Intervention strategies. Most candidates become familiar with Acuity, STAR, or other State-sanctioned testing program.

### How program prepares teachers to use principles of universal design for learning:

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serves on the school corporation's Technology Committee. Candidates see cutting-edge assistive technologies during their EDU 230 field experience in special education settings.

## **Section VI. Teacher Training**

How program prepares general education teachers to teach students with disabilities effectively and related to being a member of the case conference:

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How program prepares general education teachers to teach English language learners effectively:

As noted earlier in this report, the required Teaching Diverse Learners course requires candidates to study ELL language acquisition and inclusive strategies (Rosenberg & Fisher, 2007) for general education instruction. Candidates revise a traditional lesson plan to better address ELL language acquisition and participation in the general education classroom. For example, lesson design should include a focus on the identification of critical words and phrases in context especially in an effort to connect new vocabulary to what an ELL already knows. Student teachers typically will work with at least one ELL in fourteen weeks of student teaching.

## **Section VII. Contextual Information**

The status of this EPP programs changed during the 2011-2012 academic year as the Indiana Department of Education (IDOE) required all of its EPPs to use the SPA review process for all of our programs except visual arts. Therefore, this EPP had to determine which programs would be defined by SPAs as dormant or deferred for low enrollment and which programs would be proposed as a SPA program for the first time. The EPP currently has seven dormant secondary programs, 4 deferred, 6 SPA approved with conditions programs, and one IDOE approved with conditions visual arts program. The EPP has stronger candidate assessments and alignment with national as well as IDOE teacher standards as a result of SPA program evaluations. Helpful feedback from SPAs motivated this EPP to examine validity and utility of data especially related to the student teaching rubric. Validity and reliability of rubric scores has increased because numeric scores are more specifically defined. Pass/fail determination is now based on all candidates meeting 80% of all indicators in a rubric. The EPP uses mostly program-specific rubrics now as compared to the use of mostly generic/general rubrics for all candidates. The EPP found itself labeled "at risk" by the IDOE for inaccurate and late Title II reporting in 2011. The 2012 EPP Director of Teacher

Education corrected this EPP's reporting practices and developed a positive network with IDOE, ETS, and Title II support personnel which resulted in timely and accurate reporting in 2012. The IDOE removed Hanover College from its at-risk status on May 29, 2012 by the former Indiana Department of Education's Educator Effectiveness Preparation Specialist, Flo Barnes. Copies of email and online posting of the EPP's accredited status by IDOE was sent to NCATE and Dana Leon-Guerrero on January 22, 2013. As a result of SPA program evaluation and closer attention to Title II reporting, the EPP's assessment system has undergone considerable change. See attached ASSESSMENT SYSTEM SCHEDULE.



# Title II Higher Education Act

## SUBMIT REPORTS

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Hanover College  
Traditional Program

2011-12

Print Report Card

Institution Information

**Name of Institution:** Hanover College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2011-12  
**State:** Indiana

**Address:** PO Box 108

Hanover, IN, 47243

**Contact Name:** Mr. Jonathan Dee  
**Phone:** 812-866-7392  
**Email:** dee@hanover.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year winter term

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://education.hanover.edu/prospects/applying.php>

Please provide any additional about or exceptions to the admissions information provided above:

Under the element of "minimum basic skills test score," The Hanover College Teacher Education Program requires passage of the Praxis I in order to be admitted. The qualifying scores are 176 for reading, 172 for writing, and 175 for mathematics. In the 2010-2011 year The Hanover College Teacher Education Program adopted the Indiana composite option on the Praxis I, which allows admittance into the program with a composite Praxis score of 527, based on reading, writing, and math. Several students during the 2010-2011 reporting year took advantage of this option.

The Hanover College Teacher Education Committee-which includes EDU faculty, liberal arts faculty, one secondary and one elementary teacher candidate, and the Registrar-reviews all applications and makes decisions about admission to the elementary or secondary teacher education programs based upon the criteria designated above. In the past the committee has occasionally admitted a student or two conditionally, waiting for the passing of one of the three sub-sections of the Praxis I or waiting for another semester's grades if the GPA was very slightly below the 2.5 requirement. However, in the 2010-2011 reporting year, the committee did set strict admissions criteria and no longer admitted candidates on a conditional basis.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	
Unduplicated number of males enrolled in 2011-12:	
Unduplicated number of females enrolled in 2011-12:	

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	
<i>Race</i>	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

## Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Early field experiences are located near the Hanover College campus to minimize travel time and cost of transportation for candidates. Each of these early or mid-point field experiences are arranged by an EDU faculty member. The cooperating schools have been actively engaged with the Unit over the last ten years. Candidates must have an Indiana Police Records Check to observe or work in the schools. Candidates who work alongside special educators and who observe students in special education classes sign a confidentiality agreement. All candidates sign a professional disposition agreement as a part of any of these field experiences. Teacher candidates might interact with p-12 students in classrooms, as volunteer tutors or as College mentors.

All clinical field experience (CFE) supervisors are faculty members specializing in the content of the teacher candidate's anticipated licensing area by the time of their second methods course. All CFE supervisors must have obtained at the minimum a master's degree by the time of their supervision and have taught in the public school system under the licensure they are planning on supervising. Each teacher candidate also has a content area specialist assigned for each CFE, which is prearranged by an Education Department professor. In other words, by the time a candidate reaches the mid-level assessment, he or she is supervised by a Department of Education supervisor along with a content area specialist in the various school corporations.

Supervisors are familiar with the local school corporations used for CFEs and provide multiple opportunities for feedback based on a candidate's performance in the school setting. All field experience locations are carefully picked through a process of contacting the administration to discuss needs and retrieving referrals from public teachers, administrators, and former students on certain CFE classrooms. Contact is then made with the CFE teacher candidate mentor and a relationship is forged.

The culminating field experience is the 14 consecutive weeks of student teaching that typically occurs in the undergraduate's senior year. All students can choose between local assignments, greater Indianapolis, Louisville, or Cincinnati student teaching placements. Jennings County, Scott District 2, Greater Clark County, and Switzerland County schools are also options for student teachers. Two undergraduate student teachers recently completed their 14 week assignment through The Philadelphia Center, which has an internship agreement with Hanover College. Student teachers participate in or lead parent-teacher conferences as well. Some student teachers offer before or after school homework sessions for p-12 students. Student teachers are expected to keep the same school hours, professional development days, and holiday breaks as expected of mentor teachers.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	





Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2011-12:

2010-11: 19

2009-10: 17

## Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

## Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

How many prospective teachers did your program plan to add in mathematics in 2011-12?

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

## Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Provide any additional comments, exceptions and explanations below:

## Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

How many prospective teachers does your program plan to add in mathematics in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

How many prospective teachers did your program plan to add in science in 2011-12?

Did your program meet the goal for prospective teachers set in science in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

How many prospective teachers did your program plan to add in science in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

How many prospective teachers does your program plan to add in science in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

How many prospective teachers did your program plan to add in special education in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

The Unit is in constant communication with local area schools through our advisory board, field experiences, student teaching, and regular administrative meetings. It is important to the Unit that the needs of our local educational agencies are identified. During the 2010-11 reporting The Unit's Director of Teacher Education specifically met with administration of local area schools to determine their future position needs. The two largest schools provided important feedback on their needs. The Director has also met with each superintendent, or equivalent, to discuss changes in Educational policy, law, and need; such as technology or student enrollment.

The Unit's advisory board is essential to the success of the program. The advisory board is made up of current EDU faculty, Hanover College faculty, two Hanover College student representatives, surrounding public teachers, public school staff, and public administrators. The advisory board is consulted at least twice a year on issues such as change in policy, hiring and recruiting trends, and general need. It is from discussion with this group of stakeholders that The Unit closely links the needs of schools, and decisions new teachers face, in to the curriculum.

The Unit has a required cross cultural experience that every candidate must fulfill prior to being eligible for certification. The Unit encourages candidates to do their student teaching in one of four urban settings -- Louisville, KY, Indianapolis, IN, Cincinnati, OH and Philadelphia, PA. About 41% of the Unit's traditional student teachers took advantage of this opportunity to student teach in an urban school in 2010-2011. Students who do not student teach in an urban setting have a short-term urban experience at the conclusion of their regular student teaching. 2010-2011 program completers completed this urban experience at Pike High School and Eagle Creek Elementary in Indianapolis, Indiana. The short term experience is divided into three days. Day one provides the candidate with context of the school through interviews and discussion with administrators, teachers, and students. Day two involves teaching lessons throughout the day with a cooperating teacher. Day three also involves teaching and collecting data on how to better differentiate, adapt, and modify instruction for students. The above issues are woven into all of the Unit's coursework, and each faculty member is very committed to issues of student diversity. The liberal arts focus of Hanover College means that every graduate is educated in core content areas. All teacher candidates do field work in inclusive classrooms, many of which have high poverty rates.

The Hanover College Education program has a specific course that addresses diversity, special education, poverty, and instruction to limited English proficient students. The course is titled EDU 230: Instruction for Diverse Learners. The purpose of EDU 230 is to prepare teacher candidates for schools and classrooms that support and celebrate diverse and multicultural student populations. In this course "diverse and multicultural" is defined as an array of experiences, cultures, ethnicity, language, intelligence, giftedness, disability or challenges to learning, and socio-economic and gender perspectives that students bring to their classroom and school. This course encourages teacher candidates to see this complex and challenging classroom context as an opportunity to do good—exemplary—teaching. The course is based upon the assumption that all students 1) should have access to inclusive settings and teaching, 2) can learn at high levels, and 3) learn in different ways. EDU 230 instructors believe that classroom teachers are most effective when they are well informed, when they plan for instruction, and when they are a part of a supportive, instructional team. The Hanover College Education Program also has a specific course which focuses on poverty. Traditional candidates also take EDU 201: Inquiry in Education. Poverty is studied from a multitude of different authors' viewpoints to determine best practice when teaching children from low socioeconomic backgrounds.

Faculty have also been involved in various activities which contribute to the success of the program. Faculty attended IDOE forums, webinars, served on Advanced Education teams for school evaluations, had special education and ELL specialists present in the EDU 230 course, and provided inclusion workshops for local area schools. All contribute to preparing instruction to children with disabilities, keeping current with policies and the needs of our local cooperating schools.

*Jordanian's CASI  
report*

### Section III. Assessment Rates

No assessment pass rates have been reported.

\*\*Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.\*\*

### Section III. Summary Rates

No summary pass rates have been reported.

\*\*Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.\*\*

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- integrate technology effectively into curricula and instruction

Yes

- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

The Unit has integrated The International Society for Technology in Education (ISTE) National Educational Technology (Nets) standards for teacher preparation and p-12 student preparation into all aspects of its program. The ISTE-Nets standards help frame our program into preparing teachers who are equipped to engage students and improve learning through the use of technology and preparing them with the necessary skills to be effective in the 21st Century. Technology is now a constant component in public education and is increasing in use each year. In the local schools, several elementary grade levels and secondary subject areas have gone completely without physical textbooks and are running entirely on laptop based curriculums. Therefore our preparation of teachers must reflect those changes. As of 2011, The Unit has reexamined its technology vision. The plan is now updated to reflect ISTE-Nets standards, programs, software, and hardware which teacher candidates will face when working in p-12 classrooms.

Teacher candidates participate in field placements that have interactive whiteboards, video-making capacities, document cameras, computer labs, and student response clickers for student input. Student teaching is completed in classrooms that offer a range of technology options from interactive whiteboard use to laptop based curriculums. Student teachers specifically also work with online grading systems, and for some, a parent hotline. The Education Department also holds a secure data base to manage teacher candidate data. The Education Department uses ACCESS and the campus Jenzabar system.

The use of data collection is central to improving teaching and learning, and increasing p-12 student achievement. The Unit has a specific pre/post assessment which uses the aid of technology to collect, manage, and analyze data towards improving teaching and learning for the purposes of increased p-12 student achievement. Teacher candidates at the methods and student teaching level must specifically collect data in the form of a pre/post assessment, which explicitly addresses p-12 student learning. Results are then aggregated and disaggregated to determine patterns, adjustments, and new strategies to increase student learning. The teacher candidate then determines which students need additional instruction or which concepts and skills need to be reviewed, re-taught, or assessed in a different way. The concept of using data to drive instruction is a shift in focus in Indiana, as we move towards the concept of a teacher who is both highly qualified (content and pedagogy), and also highly effective (p-12 student achievement). Technology is specifically assessed in the Unit's midterm and final student teaching evaluations, and is a requirement in the program's portfolio assessment. All three of these assessments are specific to each subject and license issued as determined by each program's Specialized Professional Association (SPA) or IDOE teacher preparation program content standard.

The Unit's traditional program incorporates the philosophies of universal design specifically in a course titled: EDU 230 Instruction for Diverse Learners. In EDU 230 the candidate is introduced to universal design and how to implement it in the classroom. Each course following and including EDU 230 focuses on differentiation and universal design as a way to



challenge all students to reach their full potential. As we move further into the 21st Century The Unit is continually revising its ideas on technology and how to better use it to increase student learning and differentiate instruction.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All of the Unit's elementary and secondary education students take a course called "EDU 230, Instruction for Diverse Learners," formerly known as "Critical Issues in Education," which focuses on special education and limited English proficiency. The purpose of EDU 230 is to prepare teacher candidates for schools and classrooms that support and celebrate diverse and multicultural student populations. In this course "diverse and multicultural" is defined as an array of experiences, cultures, ethnicity, language, intelligence, giftedness, disability or challenges to learning, and socio-economic and gender perspectives that students bring to their classroom and school. The course requires a case study based on observation in a special education setting and with mentoring from a special educator. The course also requires adaptation of a lesson that will address ELL needs and an integration of multicultural curriculum. Students have 20 hours of field work in a special education classroom as part of this course. All students must complete a Cross Cultural Experience as part of the Hanover College certification process as well. The portfolio that is also required of all education students includes benchmarks related to special needs, limited English language learners, and multicultural diversity. The lesson series/unit that students complete during the junior year also has benchmarks related to all of these issues of student diversity and to differentiated lesson planning. The Unit's student teaching evaluation form includes benchmarks that measure the teacher candidates' abilities to meet needs of diverse students. Content relevant to these issues was added last year to the Elementary Senior Seminar, which is a culminating experience for elementary education majors. Given IDEIA and Indiana Department of Education teacher requirements, all teacher candidates are expected to anticipate Response to Intervention protocols in their student teaching assignments. Schools and school districts are on a continuum of RtI development. All Kentucky and Ohio schools have either a standard or problem solving protocol in place, so our student teachers in these schools were immersed in an RtI program. Student teachers had access to the school's database, where individual student learning profiles were available and intervention plans or goals were set at each tier of intervention. All student teachers assigned in Kentucky or Ohio also experienced collaborative classroom instruction with specialists.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
NA
- **participate as a member of individualized education program teams**  
NA
- **teach students who are limited English proficient effectively**  
NA

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Hanover College does not currently have a program to prepare special education teachers; however, there are discussions to possibly add such a program in several years.

#### Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Given that Hanover College is a liberal arts college with a total enrollment of approximately 1,000 students, the Teacher Education Unit has seen tremendous success with the recruitment and retention of teacher candidates. In recent years the Hanover College Teacher Education Program has shown significant growth. The program had 17 program completers in 2010, 20 program completers in 2011 (19 traditional, 1 alternative), and the class of 2012 includes 32 teacher candidates. It was noted earlier in section (1.a) admissions, but will be reiterated, that The Hanover College Unit now accepts the 527 composite for students wishing to gain admittance into the elementary or secondary programs. This was implemented in the 2010-2011 reporting year. When looking at Section VIII "Report Card Certification," one will notice a large shift in "Average number of clock hours required prior to student teaching," and the "Number of students in supervised clinical experience during his academic year," respectively. The Unit has better defined these numbers through closely examining the reporting directions from the Institutional and Program Report Card System (IRPC) User Manual, contacting Title II directly, and contacting our local Title II state coordinator in order to better speak to what is required in these various sections. There is no increase/change in the number of "average number of clock hours required prior to student teaching" in the program, yet the number better represents the program. The "number of students in supervised clinical experience during this academic year" is now a better representation of the program, and not a large increase/change from the previous year.

Supporting Files

Hanover College  
Traditional Program  
2011-12



SUBMIT REPORTS

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Hanover College  
 Traditional Program  
 2010-11

Print Report Card

Program Information

**Name of Institution:** Hanover College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Indiana

**Address:** PO Box 108

Hanover, IN, 47243

**Contact Name:** Mr. Jonathan Dee

**Phone:** 812-866-7392

**Email:** dee@hanover.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	No	NA

Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: )	No	NA

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://education.hanover.edu/prospects/applying.php>

**Indicate when students are formally admitted into your initial teacher certification program:**

Sophomore year winter term

**Does your initial teacher certification program conditionally admit students?** No

**Please provide any additional about or exceptions to the admissions information provided above:**

Under the element of "minimum basic skills test score," The Hanover College Teacher Education Program requires passage of the Praxis I in order to be admitted. The qualifying scores are 176 for reading, 172 for writing, and 175 for mathematics. In the 2010-2011 year The Hanover College Teacher Education Program adopted the Indiana composite option on the Praxis I, which allows admittance into the program with a composite Praxis score of 527, based on reading, writing, and math. Several students during the 2010-2011 reporting year took advantage of this option.

The Hanover College Teacher Education Committee-which includes EDU faculty, liberal arts faculty, one secondary and one elementary teacher candidate, and the Registrar-reviews all applications and makes decisions about admission to the elementary or secondary teacher education programs based upon the criteria designated above. In the past the committee has occasionally admitted a student or two conditionally, waiting for the passing of one of the three sub-sections of the Praxis I or waiting for another semester's grades if the GPA was very slightly below the 2.5 requirement. However, in the 2010-2011 reporting year, the committee did set strict admissions criteria and no longer admitted candidates on a conditional basis.

**Section I.b Program Enrollment**

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2010-11:	63
Unduplicated number of males enrolled in 2010-11:	17
Unduplicated number of females enrolled in 2010-11:	46

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	57
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	82

Please provide any additional information about or descriptions of the supervised clinical experiences:

Early field experiences are located near the Hanover College campus to minimize travel time and cost of transportation for candidates. Each of these early or mid-point field experiences are arranged by an EDU faculty member. The cooperating schools have been actively engaged with the Unit over the last ten years. Candidates must have an Indiana Police Records Check to observe or work in the schools. Candidates who work alongside special educators and who observe students in special education classes sign a confidentiality agreement. All candidates sign a professional disposition agreement as a part of any of these field experiences. Teacher candidates might interact with p-12 students in classrooms, as volunteer tutors or as College mentors.

All clinical field experience (CFE) supervisors are faculty members specializing in the content of the teacher candidate's anticipated licensing area by the time of their second methods course. All CFE supervisors must have obtained at the minimum a master's degree by the time of their supervision and have taught in the public school system under the licensure they are planning on supervising. Each teacher candidate also has a content area specialist assigned for each CFE, which is prearranged by an Education Department professor. In other words, by the time a candidate reaches the mid-level assessment, he or she is supervised by a Department of Education supervisor along with a content area specialist in the various school corporations.

Supervisors are familiar with the local school corporations used for CFEs and provide multiple opportunities for feedback based on a candidate's performance in the school setting. All field experience locations are carefully picked through a process of contacting the administration to discuss needs and retrieving referrals from public teachers, administrators, and

former students on certain CFE classrooms. Contact is then made with the CFE teacher candidate mentor and a relationship is forged.

The culminating field experience is the 14 consecutive weeks of student teaching that typically occurs in the undergraduate's senior year. All students can choose between local assignments, greater Indianapolis, Louisville, or Cincinnati student teaching placements. Jennings County, Scott District 2, Greater Clark County, and Switzerland County schools are also options for student teachers. Two undergraduate student teachers recently completed their 14 week assignment through The Philadelphia Center, which has an internship agreement with Hanover College. Student teachers participate in or lead parent-teacher conferences as well. Some student teachers offer before or after school homework sessions for p-12 students. Student teachers are expected to keep the same school hours, professional development days, and holiday breaks as expected of mentor teachers.

Section I.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	3
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	3
Foreign Languages	
Family and Consumer Sciences/Human Sciences	



English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 19

2009-10: 17

2008-09: 14

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 1</p> <p>Goal met? Yes</p>

**Description of strategies used to achieve goal:**

The Unit has collaborated with the Hanover College Mathematics Department over the course of the 2010-11 reporting year in preparation for the National Council of Teachers of Mathematics SPA report, through NCATE. It was during this collaboration that the mathematics education program was reviewed and that review resulted in the Mathematics Department establishing an annual goal to recruit mathematics majors who want to teach. The Unit also has expanded on its strategy of collaborating with a local high school, which focuses on a STEM curriculum. The collaboration with this high school, New Tech High School, will focus on offering credit to students on campus at Hanover College. The collaboration has been in the works during the 2010-11 reporting year, but is anticipated to begin during the 2012-2013 school year with a course on business and emphasizing technology. With the anticipated success of that course, the goal is to expand the course offerings to include science and math. With this collaboration it is the hope to attract students interested in mathematics, and STEM in general, into the program.

The Unit is pleased to announce that in the 2010-11 reporting year, one mathematics major was recruited and is successfully going through the education program. Currently, that candidate is finding much success as he completes his methods courses. The Unit did have one mathematics candidate switch developmental areas in the 2010-11 year, changing from secondary math to elementary education. However, the Unit is also pleased to announce that one additional mathematics major was recruited during the 2011-2012 reporting year. Therefore the Unit will have had one math program completer in 2011, one in 2012, with two candidates in the pipeline.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

The Unit continues to explore the possibility of offering tuition scholarships to science and math teacher candidates. The Unit is collaborating with Ivy Tech College on a federal grant proposal recently submitted. The goal of this grant is to recruit five math and five science teacher candidates into the education program for five years. Parts of the proposal include scholarships and loan forgiveness. Education professors participating in this STEM recruitment effort are also trained to offer professional development for science and math educators. An Education faculty member has also been collaborating with the Hanover College Rivers Institute, in devising a teacher academy for high school students. The goal of this academy is to introduce teaching to potential educators in hopes they will want to enter the teaching profession. The academy will promote the area of mathematics as a viable option for secondary 9-12 students and begin during the 2011-2012 school year.

Science

**Academic year:** 2010-11

**Goal:** 1

**Goal met?** Yes

**Description of strategies used to achieve goal:**

The Unit continues to explore the possibility of offering tuition scholarships to science and math teacher candidates. The Unit is collaborating with Ivy Tech College on a federal grant proposal recently submitted. The goal of this grant is to recruit five math and five science teacher candidates into the education program for five years. Parts of the proposal include scholarships and loan forgiveness. Education professors participating in this STEM recruitment effort are also trained to offer professional development for science and math educators. An Education faculty member has also been collaborating with the Hanover College Rivers Institute, in devising a teacher academy for high school students. The goal of this academy is to introduce teaching to potential educators in hopes they will want to enter the teaching profession. The academy will promote the area of science and mathematics as a viable option for secondary 9-12 students and begin during the 2011-2012 school year.

	<p>Recruiting students into teaching interested in science was one goal of a campus wide grant proposal to the Howard Hughes Medical Institute (HHMI). The grant was submitted in the fall of 2011 and notification about this grant should be this spring 2012. Part of this grant will support seminars, advising and support for students to see science teaching as a viable option. This grant proposal, accompanied with the Noyce Grant being written, hopefully will promote STEM education on campus. Even if we do not receive the HHMI grant, The Unit will continue to work with the science departments to promote science teaching as a career choice. It is a hope that some ideas in the grants will still materialize on campus. The Unit is still engaged with the Rivers Institute providing opportunities for education students to lead and develop environmentally based science field trips. Project WET and WILD training has been available for teacher candidates. The Unit investigated sponsoring a STEM related (SEA PERCH) competition, but time constraints prevented us from implementing the program this year. We hope to further investigate this option and involve our students to promote STEM related activities.</p> <p>The Unit also explored the possibility of offering tuition scholarships to science and math teacher candidates. Two of the faculty are involved with the Indiana Science Technology Engineering Mathematics Initiative and are trained to offer professional development for science and math teachers. The Unit had one chemistry program completer during the 2010-2011 reporting year and will have one program completer in the 2011-2012 reporting year. The Unit is pleased to announce that one biology major was recruited into teacher education and officially became a candidate in the 2011-2012 year.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The Unit is collaborating with Ivy Tech College on a federal grant proposal recently submitted. The goal of this grant is to recruit five math and five science teacher candidates into the education program for five years. Parts of the proposal include scholarships and loan forgiveness. The Rivers Institute is continually expanding with increased participation of Hanover students in their programs, exposing them to science education. The Unit is currently developing a professional collaboration with the Biology and Geology Departments, working together in research projects, and professional development for area teachers.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

	NA
NA	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>
NA	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>

**Provide any additional comments, exceptions and explanations below:**

Hanover College currently has 9 percent of its student population designated as students of color, and currently 5 percent of teacher candidates in the pipeline are candidates of color.

**Section II. Assurances**

Please indicate whether your institution is in compliance with the following assurances.

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

The Unit is in constant communication with local area schools through our advisory board, field experiences, student teaching, and regular administrative meetings. It is important to the Unit that the needs of our local educational agencies are identified. During the 2010-11 reporting The Unit's Director of Teacher Education specifically met with administration of local area schools to determine their future position needs. The two largest schools provided important feedback on their needs. The Director has also met with each superintendent, or equivalent, to discuss changes in Educational policy, law, and need; such as technology or student enrollment.

The Unit's advisory board is essential to the success of the program. The advisory board is made up of current EDU faculty, Hanover College faculty, two Hanover College student representatives, surrounding public teachers, public school staff, and public administrators. The advisory board is consulted at least twice a year on issues such as change in policy, hiring and recruiting trends, and general need. It is from discussion with this group of stakeholders that The Unit closely links the needs of schools, and decisions new teachers face, in to the curriculum.

The Unit has a required cross cultural experience that every candidate must fulfill prior to being eligible for certification. The Unit encourages candidates to do their student teaching in one of four urban settings -- Louisville, KY, Indianapolis, IN, Cincinnati, OH and Philadelphia, PA. About 41% of the Unit's traditional student teachers took advantage of this opportunity to student teach in an urban school in 2010-2011. Students who do not student teach in an urban setting have a short-term urban experience at the conclusion of their regular student teaching. 2010-2011 program completers completed this urban experience at Pike High School and Eagle Creek Elementary in Indianapolis, Indiana. The short term experience is divided into three days. Day one provides the candidate with context of the school through interviews and discussion with administrators, teachers, and students. Day two involves teaching lessons throughout the day with a cooperating teacher. Day three also involves teaching and collecting data on how to better differentiate, adapt, and modify instruction for students. The above issues are woven into all of the Unit's coursework, and each faculty member is very committed to issues of student diversity. The liberal arts focus of Hanover College means that every graduate is educated in core content areas. All teacher candidates do field work in inclusive classrooms, many of which have high poverty rates.

The Hanover College Education program has a specific course that addresses diversity, special education, poverty, and instruction to limited English proficient students. The course is titled EDU 230: Instruction for Diverse Learners. The purpose of EDU 230 is to prepare teacher candidates for schools and classrooms that support and celebrate diverse and multicultural student populations. In this course "diverse and multicultural" is defined as an array of experiences, cultures, ethnicity, language, intelligence, giftedness, disability or challenges to learning, and socio-economic and gender perspectives that students bring to their classroom and school. This course encourages teacher candidates to see this complex and challenging classroom context as an opportunity to do good—exemplary—teaching. The course is based upon the assumption that all students 1) should have access to inclusive settings and teaching, 2) can learn at high levels, and 3) learn in different ways. EDU 230 instructors believe that classroom teachers are most effective when they are well informed, when they plan for instruction, and when they are a part of a supportive, instructional team. The Hanover College Education Program also has a specific course which focuses on poverty. Traditional candidates also take EDU 201: Inquiry in Education. Poverty is studied from a multitude of different authors' viewpoints to determine best practice when teaching children from low socioeconomic backgrounds.

Faculty have also been involved in various activities which contribute to the success of the program. Faculty attended IDOE forums, webinars, served on Advanced Education teams for school evaluations, had special education and ELL specialists present in the EDU 230 course, and provided inclusion workshops for local area schools. All contribute to preparing instruction to children with disabilities, keeping current with policies and the needs of our local cooperating schools.

## Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1				100	168
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				94	163
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	12	181	12	100	98	180
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	12	180	11	92	99	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8				98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				99	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	177
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2				100	679
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				99	156
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				99	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				98	159
	63	181	61	97	98	182

ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students						
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	19	182	19	100	100	182
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	19	181	19	100	100	182
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	14	183	14	100	100	182
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	63	180	60	95	97	180
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	19	182	19	100	99	180
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	19	180	19	100	99	180
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	14	181	14	100	99	180
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	63	177	62	98	99	177
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	19	180	19	100	100	177
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	19	179	19	100	100	177
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	14	178	14	100	100	177
ETSo300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	12	523	12	100	100	521
ETSo300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	11	524	11	100	100	522
ETSo300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	8				100	520
ETSo081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				99	168

ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	166
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	173

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	19	19	100	98
All program completers, 2009-10	20	19	95	98
All program completers, 2008-09	14	14	100	98

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning.



as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Unit has integrated The International Society for Technology in Education (ISTE) National Educational Technology (Nets) standards for teacher preparation and p-12 student preparation into all aspects of its program. The ISTE-Nets standards help frame our program into preparing teachers who are equipped to engage students and improve learning through the use of technology and preparing them with the necessary skills to be effective in the 21st Century. Technology is now a constant component in public education and is increasing in use each year. In the local schools, several elementary grade levels and secondary subject areas have gone completely without physical textbooks and are running entirely on laptop based curriculums. Therefore our preparation of teachers must reflect those changes. As of 2011, The Unit has reexamined its technology vision. The plan is now updated to reflect ISTE-Nets standards, programs, software, and hardware which teacher candidates will face when working in p-12 classrooms.

Teacher candidates participate in field placements that have interactive whiteboards, video-making capacities, document cameras, computer labs, and student response clickers for student input. Student teaching is completed in classrooms that offer a range of technology options from interactive whiteboard use to laptop based curriculums. Student teachers specifically also work with online grading systems, and for some, a parent hotline. The Education Department also holds a secure data base to manage teacher candidate data. The Education Department uses ACCESS and the campus Jenzabar system.

The use of data collection is central to improving teaching and learning, and increasing p-12 student achievement. The Unit has a specific pre/post assessment which uses the aid of technology to collect, manage, and analyze data towards improving teaching and learning for the purposes of increased p-12 student achievement. Teacher candidates at the methods and student teaching level must specifically collect data in the form of a pre/post assessment, which explicitly addresses p-12 student learning. Results are then aggregated and disaggregated to determine patterns, adjustments, and new strategies to increase student learning. The teacher candidate then determines which students need additional instruction or which concepts and skills need to be reviewed, re-taught, or assessed in a different way. The concept of using data to drive instruction is a shift in focus in Indiana, as we move towards the concept of a teacher who is both highly qualified (content and pedagogy), and also highly effective (p-12 student achievement). Technology is specifically assessed in the Unit's midterm and final student teaching evaluations, and is a requirement in the program's portfolio assessment. All three of these assessments are specific to each subject and license issued as determined by each program's Specialized Professional Association (SPA) or IDOE teacher preparation program content standard.

The Unit's traditional program incorporates the philosophies of universal design specifically in a course titled: EDU 230 Instruction for Diverse Learners. In EDU 230 the candidate is introduced to universal design and how to implement it in the classroom. Each course following and including EDU 230 focuses on differentiation and universal design as a way to challenge all students to reach their full potential. As we move further into the 21st Century The Unit is continually revising its ideas on technology and how to better use it to increase student learning and differentiate instruction.

## Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and

**to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All of the Unit's elementary and secondary education students take a course called "EDU 230, Instruction for Diverse Learners," formerly known as "Critical Issues in Education," which focuses on special education and limited English proficiency. The purpose of EDU 230 is to prepare teacher candidates for schools and classrooms that support and celebrate diverse and multicultural student populations. In this course "diverse and multicultural" is defined as an array of experiences, cultures, ethnicity, language, intelligence, giftedness, disability or challenges to learning, and socio-economic and gender perspectives that students bring to their classroom and school. The course requires a case study based on observation in a special education setting and with mentoring from a special educator. The course also requires adaptation of a lesson that will address ELL needs and an integration of multicultural curriculum. Students have 20 hours of field work in a special education classroom as part of this course. All students must complete a Cross Cultural Experience as part of the Hanover College certification process as well. The portfolio that is also required of all education students includes benchmarks related to special needs, limited English language learners, and multicultural diversity. The lesson series/unit that students complete during the junior year also has benchmarks related to all of these issues of student diversity and to differentiated lesson planning. The Unit's student teaching evaluation form includes benchmarks that measure the teacher candidates' abilities to meet needs of diverse students. Content relevant to these issues was added last year to the Elementary Senior Seminar, which is a culminating experience for elementary education majors. Given IDEIA and Indiana Department of Education teacher requirements, all teacher candidates are expected to anticipate Response to Intervention protocols in their student teaching assignments. Schools and school districts are on a continuum of RtI development. All Kentucky and Ohio schools have either a standard or problem solving protocol in place, so our student teachers in these schools were immersed in an RtI program. Student teachers had access to the school's database, where individual student learning profiles were available and intervention plans or goals were set at each tier of intervention. All student teachers assigned in Kentucky or Ohio also experienced collaborative classroom instruction with specialists.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
NA
- **participate as a member of individualized education program teams**  
NA
- **teach students who are limited English proficient effectively**  
NA

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Hanover College does not currently have a program to prepare special education teachers; however, there are discussions to possibly add such a program in several years.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Given that Hanover College is a liberal arts college with a total enrollment of approximately 1,000 students, the Teacher Education Unit has seen tremendous success with the recruitment and retention of teacher candidates. In recent years the Hanover College Teacher Education Program has shown significant growth. The program had 17 program completers in 2010, 20 program completers in 2011 (19 traditional, 1 alternative), and the class of 2012 includes 32 teacher candidates. It

was noted earlier in section (1.a) admissions, but will be reiterated, that The Hanover College Unit now accepts the 527 composite for students wishing to gain admittance into the elementary or secondary programs. This was implemented in the 2010-2011 reporting year. When looking at Section VIII "Report Card Certification," one will notice a large shift in "Average number of clock hours required prior to student teaching," and the "Number of students in supervised clinical experience during his academic year," respectively. The Unit has better defined these numbers through closely examining the reporting directions from the Institutional and Program Report Card System (IRPC) User Manual, contacting Title II directly, and contacting our local Title II state coordinator in order to better speak to what is required in these various sections. There is no increase/change in the number of "average number of clock hours required prior to student teaching" in the program, yet the number better represents the program. The "number of students in supervised clinical experience during this academic year" is now a better representation of the program, and not a large increase/change from the previous year.

Supporting Files

[Appendix to Title II \(Decision Point 3 Exit Data\)](#)

Hanover College  
Traditional Program  
2010-11

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)

# Title II

## Higher Education Act

### SUBMIT REPORTS

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Hanover College  
Traditional Program  
2010-11

### Section VIII Report Card Certification

#### Comparison with Last Year

Item	Last Year	This Year	Change
<u>Total Enrollment</u>	73	63	-13.70%
<u>Male Enrollment</u>	17	17	0.00%
<u>Female Enrollment</u>	56	46	-17.86%
<u>Hispanic/Latino Enrollment</u>	1	1	0.00%
<u>American Indian or Alaska Native Enrollment</u>	1	0	
<u>Asian Enrollment</u>	0	0	
<u>Black or African American Enrollment</u>	0	0	
<u>Native Hawaiian or Other Pacific Islander Enrollment</u>	0	0	
<u>White Enrollment</u>	70	57	-18.57%
<u>Two or more races Enrollment</u>	1	1	0.00%
<u>Average number of clock hours required prior to student teaching</u>	60	100	66.67%
<u>Average number of clock hours required for student teaching</u>	490	490	0.00%
<u>Number of full-time equivalent faculty in supervised clinical experience during this academic year</u>	3	4	33.33%
<u>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</u>	0	0	
<u>Number of students in supervised clinical experience during this academic year</u>	37	82	121.62%
<u>Total completers for current academic year</u>	17	19	11.76%
<u>Total completers for prior academic year</u>	14	17	21.43%
<u>Total completers for second prior academic year</u>	16	14	-12.50%

Information in this report has been certified as accurate and complete by:

Jonathan Dee

Director of Teacher Education