

2017 EPP Annual Report

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|---------------------|-------------------------|-------------------|------|
| CAEP ID: | 11431 | AACTE SID: | 9060 |
| Institution: | Hanover College | | |
| Unit: | Department of Education | | |

Section 1. AIMS Profile

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

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

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

Section 2. Program Completers

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

Enter a numeric value for each textbox.

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

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

Total number of program completers 26

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

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

Section 3. Substantive Changes

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

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

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

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

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

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

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II, Program Completers, Areas offered:
<https://education.hanover.edu/about/facts.php>

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

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

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

| | |
|---|-------|
| 1. Candidate dispositions are not consistently and systematically assessed across decisions points. | (ITP) |
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Our candidate dispositions are now being tracked along each of our respective Decision Point's within our program. Decision Point 1: Admission; Decision Point 2: Preparation for Student Teaching; and Decision Point 3: Preparation for Licensure. We are reviewing dispositions during each interview and corresponding student data review. Each course with clinical field experiences, submits student disposition data to the coordinator: Elementary, Secondary, and Special Education, respectively. This feedback is summarized and compared during each of the Decision Point reviews as well. Student disposition is gathered during methods and field experiences from both the EPP supervisor and K-12 classroom mentor teacher feedback. All data is reviewed during the Decision Point process. The document was revised last year and is fully implemented this academic year.

Section 7. Accreditation Pathway

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

Standard 1: Candidate Knowledge, Skills and Professional Dispositions. 1a. Content knowledge: the EPP affirms candidate GPA of > 2.67 in content coursework before student teaching. Our average candidate GPA before student teaching is over 3.0 out of 4. We do not have special "teacher content" courses; all coursework is of the same rigor demanded by majors in that content area. Additionally, the Indiana Pearson-developed CORE tests required for licensure rigorously assess content knowledge in licensure areas. The EPP is actively involved in helping candidates prepare for those content tests and our encouraging program completers to persist in taking the tests until passing them for licensure. 1b. Pedagogical content knowledge and skills: The EPP collects data from detailed rubrics assessing unit plans in methods coursework and student teaching. Areas of improvement are noted and methods course instruction or more intense student teaching mentoring is changed to meet the learning needs of the candidates. 1c. Pedagogical and professional knowledge and skills: Data is collected from descriptive rubrics for a professional portfolio demonstrating all 10 INTASC principles. Starting in the Fall 2017, students will prepare a one-hour "defense" in which they display their knowledge, similarly to the portfolio, except they will deliver it orally while providing supportive artifacts around each of the 10 INTASC principles. No candidate completes the program without scoring at the highest level of the standard for 80% of the Decision Point Three rubric's indicators. 1d. Student Learning is studied and assessed by candidates with a Pre/Post assessment analysis assignment done in methods and student teaching. Candidates must create a valid and reliable assessment, analyze student responses as a whole and by relevant student groups (with respect to typical student performance, ELLs, gender, special education, ethnicity, etc), and reflect on the results and validity/reliability of the assessment. Candidates conclude with creating a plan for using the data to inform their next teaching strategies and plans. 1g. Professional dispositions necessary to help all students Learn. A new and improved dispositions rubric is being used at each of the three decisions points to consistently and systematically assess candidates across decision points. Further analysis of systems and processes is now occurring on a regular basis with the establishment of term curriculum retreats, designed to allow faculty collaborative time to analyze data gathered, and make necessary curricular adjustments and alignment. Starting in Fall 2017, we have aligned all courses to CAEP standards, INTASC Principles, and Indiana State Educator Preparation Standards. Within this matrix, we are able to fully ensure that each standard is mapped to courses and key assessments.

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

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Position: Assistant Professor and Chair

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