**Hanover Teacher Education Decision Points and Candidate Assessments**

**Teacher Certification Program Evaluation**

**Unit Assessment System**

**2014**

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|  | **DECISION POINTS AND ASSESSMENTS** | **LOCATION OF RECORD**  Prior to PassPort | **PROGRAM EVALUATION** | **EVALUATION CYCLE**  1st- Dec, 2011  2nd- Dec, 2012  3rd-Dec, 2013 | **POINT PERSON** |
| I | Application and Entry (sophomore year, second semester)   * 2.5 grade point average * Application essay * 2 faculty recommendations * PRAXIS/CASA passing scores or alternative * College records check   Entry-level pedagogical courses: EDU 101, EDU 221, EDU 230, PSY 111 | Candidate files  TEC spreadsheet | Measure adjustment to Hanover College, skills, level of commitment to program and career, retention and recruitment of diverse population of teacher candidates, Teacher Education Committee monitoring of candidates, probationary status and interventions | Annually through TEC and Advisory Board  (Fall)  Title II Reporting  Interventions documented in candidate file | Cheryl and TEC  Kay  All |
| II | Pedagogical and Content Courses (junior year)   * lesson series * Level 2 pre-post assignment * Level 3 practice teaching (secondary) * case study (elementary) * Level 2 portfolio before student teaching * Level 2 feedback from mentors * Level 2 interview results * 2.67 grade point average by student teaching   Mid-level pedagogical courses: PSY 244, EDU 201, EDU 316, EDU 33X, EDU 302, 303, 304, 305   * Evaluation of field experience | Per graduating cohort in front of candidate files  SPA spreadsheets  CEEP spreadsheet  Survey results with Field Experience Coordinator | Aggregated data from mentor feedback, interview letters, interventions before student teaching, lesson series, pre-post assignment, retention of teacher candidates before student teaching, monitoring by Teacher Education Committee (interventions, retention, recruitment) | Annually through Department of Education, NCATE Report, and Liberal Arts Departments, ALT Report  Secondary pre/post  Secondary practice teaching  Elementary lesson series and pre/post  Level 2 portfolio and interview  Interventions | All  Debbie  Kay  Debbie  Debbie  Kay |
| III | Student Teaching (EDU 455, 456) and Indiana License Preparation   * Level 3 final portfolio * Level 3 pre-post assignment * Level 3 student teaching evaluation by mentor and supervisor * Successful Completion of Bachelors Degree * PRAXIS II or CORE passing scores * Successful Completion of Cross-Cultural Experience   Student Teaching assignment evaluation  Student Teaching supervision evaluation | Per graduating cohort in front of candidate files  SPA spreadsheets  CEEP  Final transcript  Licensing file per cohort  Per graduating cohort in front of candidate files  Surevey results with Coordinator | Aggregated data from mentor and student teacher evaluation of supervision, student teaching evaluation, final portfolio scoring, pre-post assignment, Title II annual report for program completers, AACTE PEDS report, cross cultural papers and presentations | Annually through Department of Education, College Learning and Teaching Report, NCATE report, Advisory Board, TEC, and corresponding academic departments for secondary candidates. (Winter)  License qualified  Student teaching evaluation  Pre/post  PRAXIS II  Final portfolio | Kay (student teaching & portfolio)  Kay (pre-post, Title II)  Debbie (Advisory)  Per program  All  Kay |
| IV | Graduates In First/Second Year of Teaching   * Graduate survey * FaceBook contact * Career Center survey * Principal Survey * Certification for first aid and CPR | CEEP  Cheryl’s computer  Minutes from Advisory Board Meetings  Licensing file | Licensing Officer’s confirmation of license applications per graduating cohort Aggregated data from online survey, FaceBook, Career Center report, Principal Survey | Annually through Department of Education Advisory Board and TEC  (Winter)  Graduate survey  Principal survey | Kay & Debbie  Cheryl  Cheryl |
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| X | Review of Conceptual Framework |  | TEC, Advisory Board, EDU Department | 2015 to align to CAEP standards | All |
| XI | Faculty and visiting instructor reviews, job descriptions, program coordinator | With individual instructors, Department Chair, and in Dean of Faculty’s office | EDU Department, Dean of Faculty, Division Coordinator, Faculty Evaluation Committee, | Winter 2015 after 4th EDU professor is hired | All |
| XII | Review of Pass-Port and addition of portfolio key assessment and field experience rubrics | In PassPort and with Pass-Port Coordinator | EDU Department | December 2014 | All |
| XIII | Determine protocol for low-enrollment and dormant programs |  | EDU Department  IDOE | September 2014 | Kay |
| XIV | SPA review schedule | With SPA coordinators prior to Pass-Port | EDU Department and  corresponding liberal arts departments | ACEI March 2014  NCTM March 2014  Visual Arts March 2014  NCTE September 2014  NCSS September 2014  AAHE September 2014  NASPE September 2014 | Debbie  Kay  Kay  Laurie  TBA  Kay  Kay |