

# 2017 EPP Annual Report

<b>CAEP ID:</b>	11499	<b>AACTE SID:</b>	2010
<b>Institution:</b>	Manchester University		
<b>Unit:</b>	Teacher 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 13

**\*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.

EPP Annual Reports, Traditional Title II Reports, Alternative Title II Reports:

<https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/title-ii-reports>

## 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.

## Section 7. Accreditation Pathway

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

The Manchester University Department of Education has a systematic and intentional focus on standards-based improvement. Because the unit is in the process of its CAEP accreditation, with the site visit scheduled for spring 2019, the unit is revising SPA reports. This process has continued to help improve the program. The unit has been critically evaluating all rubrics, courses, curriculum and key assessments to determine how they meet CAEP standards. As the unit critiques rubrics, courses, curriculum and key assessments, we are aligning them to the standards for each accrediting body, as well as the Pearson pedagogy and content testing blueprints. Data has been collected and analyzed, leading to changes to the program. In May, 2016, the unit met for a one-day retreat, delving into the program, determining what is working well and improvements needed. One change that is being implemented with the class of 2019 is the requirement that they must pass the Pearson content exams prior to student teaching. This is to ensure that our students have the content knowledge necessary to teach in their license area prior to taking over a classroom. Additionally, the faculty has continued to teach students to implement technology into the classroom, with a scope and sequence intertwined within each education class to increase the implementation as students progress in the program. The department continues to make use of a variety of professionals to gather feedback and understand today's classrooms to improve the program. One of the ways the unit does this is through the Teacher Advisory Council (TAC), a group of professionals from the field of teaching including superintendents, principals, and current classroom teachers. This group meets biannually and evaluates the unit's compliance with CAEP standards. Several professionals have been added to the council in the past year, in an attempt to ensure we continue to have a variety of current professionals from diverse settings. In addition, the unit held a luncheon with administrators from six surrounding school districts to discuss field experience, expectations of student teachers, what they look for in hiring a teacher candidate and other ways to improve the program. As today's classrooms are continuing to change, our program seeks to understand those changes, using the information to critique and improve our curriculum to best prepare teachers for the classroom.

## 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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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.