

2023 Annual Accreditation Report

CAEP ID:	11499	AACTE SID:	2010
Institution:	Manchester University		
Unit:	Teacher Education		

Section 1. EPP Profile Updates in AIMS

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

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure¹

16

2.1.2 Number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)²

0

Total number of program graduates 16

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Higher Learning Commission

Status:

Accredited

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

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

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/additional-public-information/list-of-accredited-initial-programs-caep-visit-2019>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation>

CAEP Accountability Measures (Advanced) [LINK] [No Link Provided](#)

Section 5. 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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

The EPP provides limited evidence to ensure that candidates demonstrate a deep understanding of the critical categories: the learner and learning; content, instructional practice; and professional practice. (component 1.1)

Reviewing the Annual Reporting Measures provides the EPP with confidence in the current trend of completer satisfaction. The last three years of surveys indicate 96% of completers rated Manchester EPP's teacher preparation program as good or excellent. Of the 28 statements evaluated on a 4-point scale, three rated assessment and working with students with exceptionalities as a deficit in the program. Additionally, two rated working with parents and guardians and working with the school culture as deficits in the program. The EPP had anticipated this feedback due to personnel changes in the program. Based on feedback from teaching candidates and completers, as well as an internal audit conducted by members of the EPP, the EPP redesigned its teaching programs, carefully aligning the programs with content and InTASC standards. These new programs offer an intentional scope and sequence of intentional curriculum and began with the 2022-23 catalog. The EPP anticipates an increase in completer satisfaction over the next several years. The EPP made changes in the scope and sequence of courses for teaching candidates seeking a concentration in mild intervention. The EPP added a required course, EDUC 350: Assessment and Implementation of Mild Intervention, specifically geared towards specific assessments of and accommodations for students with exceptionalities. In addition, the classroom management course has been updated to combine all licensure track students into one course, EDUC 430: Culturally Responsive Classrooms, which will cover topics such as Restorative Justice, trauma-sensitive classroom practices, classroom environment, development of a personal plan to create culturally responsive classrooms that support the active learning of all learners, and communication skills needed for working with parents, students, and colleagues. Lastly, the EPP continues to work on the scope and sequence of their curriculum in connection with the content standards for which teaching candidates are held accountable. Additionally, to ensure teaching candidates meet the categories of the InTASC standards, each course and key assessments are aligned with the standards. This provides opportunities for the EPP to monitor candidates' growth in the different areas.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

The EPP provides limited evidence that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to SPA standards. (component 1.3)

The EPP continues to track its impact on student teachers' performance since it implemented the policy of passing all content licensure exams prior to student teaching. Because the EPP requires these tests to student teach, the percentage of completers obtaining a teaching license is high. Completers who complete their student teaching since the 2018 implementation of this important policy can focus on pedagogy. During the student teaching clinical experience, they can focus on designing and implementing lesson plans that ensure a deep understanding of content. Because the EPP uses the valid and reliable Danielson framework to measure content understanding, it tracks growth of candidates, measuring their performance in clinical experiences with the success of passing the content licensure exams. Since the 2019 CAEP visit, the EPP created a clinical experience rubric used for clinical placements which occur prior to the student teaching clinical experience. Because the EPP anticipates its spring 2026 CAEP visit, the EPP is working with content faculty to evaluate alignment of content courses with state review specific standards. Each teaching program has program specific key assessments aligned with state and InTASC standards. These formalized data collection points are housed in an online platform accessible by all members of the EPP, and annual reflection of the data trends provide each program the ability to analyze trends in growth in their teacher candidates.

CAEP: Areas for Improvement (ITP)

4 Program Impact

The EPP provided limited evidence of the use of multiple measures to demonstrate that program completers contribute to an expected level of student learning. (component 4.1)

Since the spring 2019 CAEP visit, the EPP has articulated more clearly the multiple ways it assesses completers' contribution to student learning. Because the EPP determined that the number of employers and program completers completing the IDOE's surveys was less than 10, the EPP created its own online surveys to measure a variety of important program results. The EPP distributes these electronically to employers and completers that are 1 year and 3 years out of graduation. The return rate for these surveys has been higher than 10, with the exception of this most recent year in which there were only five responses, and therefore more useful to the EPP, than the state distributed surveys. Using the data from both the IDOE surveys and the EPP surveys has helped give a more complete picture of the completers. The administrators' observations on completers' contribution to student learning is above average. These data points can be found on the Manchester University Henney Department of Education web site under the accreditation tab.

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

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Since the last CAEP accreditation site visit in 2019, the Manchester University EPP has worked intentionally to examine alignment of course content with CAEP, InTASC, and Indiana content standards to identify missing standards or content. In the process, it reorganized the scope and sequence of its courses, adding several classes and experiences. The EPP has spent numerous summer retreats and department meetings to create teaching programs aligned with required standards as well as the mission of Manchester University and the vision of the Henney Department of Education. These changes to the teaching programs were implemented with the 2022-23 course catalog. The new courses do not change the basis of what has been required in the past, but rather enhance the education of candidates, and meet the standards at a higher level. Another important and substantial investment in the teacher preparation programs is the EPP's adoption of edTPA as a valid and reliable way to assess teaching candidates' ability to teach and assess curriculum. During the 2020-21 academic year, the EPP piloted the program, receiving several days of training offered by edTPA and evaluating the work in pairs. Completers finishing in the spring of 2022 will submit their edTPA work samples in early April. Because the work samples will be evaluated by edTPA, the data will offer the EPP a baseline of performance in a wide variety of areas. The data will be returned to the EPP in time for its May program retreat. Each spring, the EPP holds a program retreat, examining data and student, clinical faculty, and employer feedback. As mentioned, the EPP has redesigned a program. This occurred after the analysis of completer survey results as well as performance on key assessments. Changes made to the program ten years ago by a previous DTE had eliminated several key classes. The EPP has intentionally brought those courses back into the scope and sequence, and they have created several new required courses which offer licensure track students a deeper learning and understanding of content and pedagogy. During the fall of 2021, the full faculty at Manchester University approved the new programs, which were implemented with the 2022-23 course catalog. Among other changes, the EPP now requires EDUC 223: Child Development, has redesigned traditional courses like Classroom Management to bring them up to date, and adding courses like EDUC 207: Technology in the Classroom, and Professional Learning Communities (PLCs). The PLCs provide undergraduate education majors with a common collaboration time to investigate current social justice education issues. The experience introduces and provides opportunities to practice the principles of Progressive Education. Faculty instructors and mentors introduce and provide opportunities for cohorts of students to read, discuss, collaborate, and investigate topics relevant to their professional development. Topics will change based on the interest of students, faculty, and mentors. These will be required each semester of sophomore and junior year, as well as first semester of senior year starting with the 2022-23 catalog. These PLCs were designed to provide candidates with experience in collaborating with colleagues, faculty, and mentors, to research and discuss issues in the education system and world. The EPP will continue to monitor and track data to see how these changes have impacted students entering and completing its programs. In the reimagination and redesign of the program, the EPP aligned the standards to each of the required courses, and then revised its scope and sequence of the knowledge and skills being introduced, developed, and mastered. For instance, EDUC 207 was a result of the EPP working with the institution's Instructional Designer to develop a stand alone class geared strictly to technology, and aligned with technology standards. This is an initiative taken based on survey data of completers and employers as well as feedback from the spring 2019 CAEP review. In addition, with respect to Clinical Experiences, the Henney Department of Education has reconfigured itself to better meet the needs of our students and stakeholders. The position of Director of Clinical Experiences has been created, with said position starting in the Fall of 2023. This person will be actively involved in scheduling and observing clinical experiences for all licensure track students, providing them with experiences in diverse settings, including but not limited to urban and rural settings, Montessori schools, progressive education schools, and high need areas. Lastly, the Director of Teacher Education has taken current students to high need, diverse schools where current EPP students have met with administrators with respect to employment opportunities available, and EPP students met with current HS students to talk about the EPP and in particular, the Henney Department of Education, in a concentrated effort to recruit diverse students. The EPP continues to improve upon the Quality Assurance System it implemented after the CAEP visit, adding more assessments to the Canvas site as they continue to add layers to the program, more observations of clinical experiences and other checkpoints necessary for students, their progress in the program, and transparency.

6.1.2 Optional Comments

R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility
R2.1 Partnerships for Clinical Preparation

R2.2 Clinical Educators
R2.3 Clinical Experiences
R3.1 Recruitment
R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion
R4.1 Completer Effectiveness
R4.2 Satisfaction of Employers
R4.3 Satisfaction of Completers
R5.1 Quality Assurance System
R5.2 Data Quality
R5.3 Stakeholder Involvement
R5.4 Continuous Improvement
x.1 Diversity
x.2 Technology

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

No

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

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Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Heather Schilling

Position: Director of Teacher Education

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

See [CAEP Accreditation Policy](#)

Acknowledge