2022 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

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 have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

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 should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

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 two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal 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 program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree

Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure[1]

`14`

2.1.2 Number of completers in <u>advanced</u> 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 completers 14

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[1] 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 2020-2021 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:

CAEP

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 EPPs data display of the CAEP Accountability Measures for Academic Year 2020-2021.

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

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 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 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer 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.)

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 74% of completers rate the Manchester EPP's teacher preparation program as excellent.

Of the 20 statements evaluated on a 4 point scale, completers consistently rate integrating technological tools to enhance student
learning as one of the areas the EPP should consider as a focus area. As a result, the EPP offered EDUC 207 Integrating Technology in the Classroom for the first time in Fall 2021. While it was an elective, the course will be required of all education majors starting with the 2022-23 catalog. The course is designed and taught by a former p-12 teacher who is the technology expert for the university.

Due to requiring candidates to pass the content tests prior to student teaching, the EPP designed and gained faculty approval for three new courses
directly aligned with the science and social studies standards assessed on the elementary content exams. It is currently working with disciplines to conduct a scope and sequence of 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. When compared to data collected on completers prior to the implementation of the
policy (2018), the completers since then seem to be able to focus on the pedagogy, and not have to worry, as well, about the content they are teaching.

Since the 2019 CAEP visit, the EPP has created a rubric for the clinical experiences leading up to the student teaching. It is working on establishing validity and reliability, and it is piloting the rubric to offer feedback to teaching candidates in their 2nd and 3rd year clinical experiences. Because the EPP already uses the valid and reliable Danielson framework to measure content understanding, it will be able to track growth of candidates, measuring their performance in clinical experiences with the success of passing the content licensure exams.

Because the EPP anticipates its spring 2026 CAEP visit, the EPP is working with content faculty to evaluate alignment of content courses with SPA specific standards. Each teaching program has program specific key assessments aligned with SPA standards. These formalized data collection points offer each program in the EPP an opportunity to measure growth of students and to compare groups of students across time.

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 low, 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 much higher, 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.

Several important and intentional realignment efforts have taken place since April 2019. Each spring, the EPP holds a program retreat, examining data and student, clinical faculty, and employer feedback. At the May 2021 retreat, the EPP examined data from the elementary education content exams, as well as considered the state of Indiana's transition from Pearson to Praxis II for licensure exams, discussing the impact of the changes on the programs. As a result, the EPP aligned the standards to each of the required courses, and then revised its scope and sequence of the knowledge and skills being introduce, developed, and mastered. The EPP found deficits in the areas of science and history, as the EPP relied on the general education courses offered by the institution to meet the history and science requirements. The Director of Teacher Education and the department chair worked with history and science departments to create new courses specifically aligned to the elementary standards in those subject areas. US History for Elementary Education and American History for Elementary Education were both piloted in 2021-22. The science course will roll out in the fall of 2023. All three courses will be required of education majors beginning with the 2022-23 catalog.

As previously mentioned, the EPP worked with the institution's Instructional Designer to develop EDUC 207 Integrating Technology in the Classroom, which was offered for the first time in Fall 2021 to provide education majors with 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 the spring of 2021, EPP piloted PLCs, with the description as follows: Professional Learning Communities (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 has worked for years, since the last CAEP accreditation site visit, to examine the scope and sequence of its courses, as well as re-examining the courses required and how they align with CAEP, InTASC and Indiana content standards. Through years of development, new requirements have been approved and will be implemented with the 2022-23 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 fall of 2021 or 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.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

○ Yes ⦿ No

6.1.3 Optional Comments

R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility
R3.2 Monitoring and Supporting Candidate Progression
R4.1 Completer Effectiveness

R4.2 Satisfaction of Employers
R4.3 Satisfaction of Completers
R5.1 Quality Assurance System
R5.4 Continuous Improvement
x.2 Technology

Upload data results or documentation of data-driven changes.

📎 **Danielson_Trending_(1).pdf**
📎 **Pedagogy_all_graduates_.pdf**

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.

8.1.1 What semester is your next accreditation visit?

spring 2026

8.1.2 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 2022 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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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.

☑ **Acknowledge**