

2020 EPP Annual Report

CAEP ID:	11215	AACTE SID:	1715
Institution:	Keene State College		
Unit:	School of Arts, Education and Humanities		

Section 1. EPP 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"/>

1.2 [For EPP seeking Continuing CAEP Accreditation¹ applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

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 2018-2019 ?

Enter a numeric value for each textbox.

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

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.)²

Total number of program completers 113

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2018-2019 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

We added STEM for Educators Program. It has two tracks and is an optional second major for students whose first major is educator preparation program. STEM for Pre-K – 6th Grade Educators is an optional second major for students in early childhood education or elementary education program. STEM for Middle School Science Educators is an optional second major for students in secondary education program.

3.4 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

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

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

3.6 Change in regional accreditation status

3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.keene.edu/office/teachered/accreditation/national/data/>

Description of data accessible via link: I1 & I2: Impact on P-12 Student Growth Study Report and Second-wave Research Plan; I3 & A3: KSC EPP Undergraduate and Graduate Employer Survey Summary; I4 & A4: KSC EPP Undergraduate and Graduate Completers Survey Summary; I6 & A6: Average Cumulative GPA: 2018-2019 Program Completers; Praxis II Pass Rates: 2018-2019 Program Completers; Foundations of Reading Pass Rates: 2018-2019; I6 /I7 & A6/A7: Licensing and Certification Data (2018-2019 Title II report). I8 & A8: Student Loan Default Rate: Fiscal Year 2016 Draft 3-year CDR.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2

Link: <https://www.keene.edu/office/ir/assets/document/factbook/download/>

Description of data accessible via link: I5 & A5: Graduation Rates by Majors: 2019-2020 Institutional Research Office Fact Book (page 91 to 96)

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

The New Hampshire Department of Education (NH DOE) does not share P-12 student assessment data with Institutions of Higher Education (IHE). No teacher performance data is provided to our Educator Preparation Program (EPP) from NH DOE.

To overcome the challenges, our EPP initiated a Completers' Impact Study to help our EPP obtain the data of how our completers impact their P-12 students' learning and their teaching effectiveness. The design of this study was completed in Spring 2018. It included multiple measures to evaluate our completers' teaching effectiveness, i.e., completer interview, building principal interview, classroom teaching observation, and P-12 student achievement data collection.

The first round of studying our completers' impact was implemented in Fall 2018. In Spring 2019, our EPP launched a second round of study by conducting the same study on two completers from physical education program and one completer from English education program.

The results of the first two rounds of this impact study highlighted the strengths of our EPP programs in that: our candidates were very well prepared to teach students with a wide range of social-economic status; were very capable of doing standards-based lesson planning; were able to use a variety of instructional technologies; were proficient in reflective practice for continuous improvement; were strong in content knowledge; were well prepared for classroom management through our School Partnership Model; were able to take lead or actively participate in professional development; and were very competent in teaching in New Hampshire rural settings.

It also offered us insights on where to improve: our completers had limited experience working with culturally/ethnically/linguistically diverse students due to little exposure to this student population; our completers needed more up-to-date ever changing curriculum that was adopted by schools; our completers needed to practice collecting classroom assessment data, such as student work sample, as a way to analyze students' performance and plan accordingly.

A detailed study report was included in our 2019 CAEP Annual Report.

The study results were shared and discussed within our EPP at department meetings, Educator Preparation Council (EPC), as well as our annual May professional development work sessions with a focus on assessment and accreditation. A sample student performance data portfolio of our completers was also presented EPP-wide. At our Educator Preparation Advisory Committee (EPAC), we shared our Impact Study design and results with a variety of stakeholders, including our EPP faculty representatives, cooperating teachers, school principals and school superintendents to receive their feedback.

Guided by CAEP principles of quality evidence, our EPP designed a follow-up Impact Study that will be completed through Fall 2010 by recruiting more completers within five years from graduation to participate in our study using the same methodology, i.e., classroom observations, individual interviews and lesson plan/student work sample collection. In addition, focus groups will be implemented to collect more impact and teaching effectiveness data.

A focus group was conducted on March 7, 2020 when a selected group of our completers attended our annual Inspiring Conversations in Education (ICE). A second focus will be conducted in October 2020 at our college's alumni weekend.

Interviews and focus group data will help us get deep insights and feedback from our completers. Such data will help us detect the pattern and trend, based on which our EPP is to redesign completers and employers survey to explore and/or confirm areas of strengths and areas for improvement on a larger scale. The two surveys are planned to send out to completers and employers in Fall 2020. For our advanced programs, we designed employer interview protocol based on our previous employer survey results and the employer interview will be implemented in the summer of 2020.

Led by our Educator Preparation Leadership Team (EPLT), which was newly established in Fall 2019 and consists of Associate Dean, School of Arts, Education and Humanities, Education Department Chair, and Director of Southwest Center for Educational Support, our EPP has established P-12 student achievement data Memoranda of Understanding (MOU) with one school district and is working on MOUs with three other school districts to gain access to P-12 students achievement data that is directly connected to our completers who teach those students.

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.

NCATE: Areas for Improvement related to Standard 3 cited as a result of the last CAEP review:

1 Input from professional communities other than the partnership school in Marlborough is limited and (I (A TP DV

has not led to pervasive program changes.

2 The depth and extensiveness of field experiences at the middle and secondary level is not sufficient to help candidates develop necessary knowledge, skills and dispositions prior to clinical practice.

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(I (A
TP DV
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1. Input from ...

Led by our newly established EPLT, our EPP strengthened our collaboration and partnership.

A. Educator Preparation Advisory Committee (EPAC)

Our EPAC is represented by our candidates, EPP faculty, EPP administrator, cooperating teachers, school administrators, and non-profit education service providers. The diversity of EPAC membership gives us opportunities to get feedback, support and consulting from multiple perspectives and make well-informed decisions.

Our EPP held four EPAC meetings this year, covering topics of reinforcing the roles and responsibilities of our Educator Preparation Office (EPO), professional development opportunities offered by our Southwest Center for Educational Support, paraprofessional training, trauma-informed classroom, reflective process using Brazelton's Touchpoints, school-EPP partnership, and most importantly, validity study results share and assessment tool improvement discussion on our EPP's Dispositional Assessment and Clinical Performance Evaluation Rubric.

Actions followed, such as disposition assessment and clinical evaluation tool revision, cooperating teaching training module development, etc.

B. Partnership

Our collaboration goes beyond student field placements and includes program co-development, professional development trainings, consortium in school leadership development, and research in action. Since our initial formal partnership with Marlborough we have engaged in 12 additional school partnerships.

We held a EPP-wide strategic discussion in December 2019, defining the scope of our partnership, identifying the mutual benefits through partnership, outlining our ideal/typical partner persona, and exploring creative partnership models. We are currently seeking feedback and hope to revise our EPP Partnership Framework in 2020-21. Obtaining feedback from our faculty and partners. We also developed a process for documenting the input from partners and other partnership activities our programs have engaged in across EPP Programs.

One milestone of this partnership is the data-informed practice between our EPP and one partner school district. Our EPP successfully worked out a solution for school district to share with our EPP their student achievement data that is closely related to our completers' teaching effectiveness.

C. Regional School Leadership Consortium (RSLC)

RSLC, established in 2016-2017 through our Southwest Center for Educational Support, co-delivers leadership development training with school districts.

During 2019-2020, ten students from consortium districts are currently enrolled in the Educational Leadership/Curriculum Instruction program as aspiring principal and teacher leaders.

RSLC implemented the Jaffrey Rindge Cooperative School District Leadership Academy with the goal of building both teacher and leader capacity in the school district. Thirty teachers are participating in five leadership courses throughout the school year. Eleven of the teachers have applied to the our EPP's Educational Leadership graduate program to seek New Hampshire principal certification beginning in Fall 2020. Hinsdale School District signed on as a RSLC member in Fall 2020. Five southwest New Hampshire School Administrative Units (SAU) are now participating members in the RSLC.

D. Shared Values and Beliefs

Building upon our mission and vision statement, in 2019-20 we revised our Conceptual Framework and agreed upon our shared values and beliefs with feedback from our EPP faculty, EPP administrators, candidates, cooperating teachers, school principals and district superintendents. Such shared values and beliefs guided our daily practice in preparing our candidates and working collaboratively with our partners. Specifically, the shared values and beliefs stand on four themes, along which our EPP prepares our candidates at both initial and advanced level. These candidates will: (1) Explore the dynamic nature of the teaching and learning process; (2) Demonstrate professional and ethical behaviors that meet high expectations and standards; (3) Understand the world from multiple perspectives; and (4) Contribute to a just and equitable world.

E. EPP's Involvement in Regional Professional Community Groups

NH Institutions of Higher Education (IHE) Network was established in 2011 with the primary focus on connecting educator preparation programs throughout New Hampshire. Two faculty members have actively participated in IHE.

The NH DOE Council for Teacher Education (CTE) serves to provide advisory capacity to New Hampshire based educator

preparation programs. Keene State College's President is the ex-officio member and our Director of Southwest Center for Educational Support was her designee, who actively participates in all CTE meetings and serves as a liaison to communicate two-way between CTE and our EPP, so our EPP is able to keep updated of CTE advisories and make informed decisions.

2. The depth and extensiveness of field experience ...

In 2019-2020, our Secondary Education faculty continue their improvement work of refining field experience prior to clinical practice, which is consistent with and further the work done in 2018-2019. Specifically, they worked with one of our EPP faculty who specialized in special education to design and include a field-based element in EDSF 333 – Secondary Special Education & Management. This newly added element will be implemented in Fall 2020. In English Education and Math Education, they implemented a model in EDUC 331 – Secondary Methods I. Candidates are required to do half their field experience (10 hours) by observing as many content-area classes as possible in school and then are mentored by one cooperating teacher to spend 10 hours getting to know the students and also delivering a lesson.

NCATE: Areas for Improvement related to Standard 4 cited as a result of the last CAEP review:

- 1 The unit does not ensure that all initial and advanced candidates have field experiences and clinical practice with P-12 students from diverse ethnic/racial groups and English language learners. (I (A TP DV))**

Keene State College is located in the rural area of New Hampshire, where there is limited diversity in terms of ethnic/racial backgrounds and English language learners.

However, our EPP has made great effort to integrate the knowledge of teaching students with diverse ethnic/racial backgrounds and English language learners throughout our candidates' course work, from pre-field experience course all the way to student teaching. Such effort builds strong candidate's capacity to work with these student populations, which is verified by our Impact Study. A couple of our initial teacher preparation completers demonstrated strong competence when working with students who were newly immigrated to the United States. In our Educational Leadership program, one of the candidates have been intensively working with English language learners. She aspires to be a school principal or English language program administrator and disseminate her knowledge of working with English language learners to all the teachers in her school and district.

Our EPP regards diversity as one of the priority cross cutting themes and implement multiple measures to assess how our candidates meet the diversity standard. To address racial/ethnic diversity, our EPP extends relentlessly to urban school districts where there is a large number of students who are from various ethnic/racial backgrounds and English language learners. We have made initial connection with Nashua School District and had planned to work with their English language learners. An onsite workshop to help those students build academic vocabulary and reading comprehension was planned on March 17, 2020. But it was cancelled at the last minute due to COVID-19.

Given the online learning delivery is becoming new normal for now and for a foreseeable near future, our EPP is strategically planning to take advantage of remote learning model to seek more opportunities for our candidates to have "field" experiences working with these target student populations.

In addition, our EPP put tremendous effort in preparing our candidates develop competence to work with students with special needs – another important dimension in diversity. Such preparation comes in two forms: our undergraduate programs help candidates teach to the needs of students with special needs in their general education classrooms and our master program in special education helps our graduate students who are certified in elementary and secondary education engage in an intensive program to gain the skills and knowledge to be a certified K-12 special education teacher.

In all of our Educator Preparation programs, pre-service teachers take a stand-alone course with a focus on special education issues, knowledge including laws, processes, and disabilities, and strategies to meet the needs of all students. of special education during their second or third year. During their field experience courses (methods, practicum, and student teaching), students in all our EPP programs continue to develop their skills and knowledge in meeting the needs of all students through readings, modules, assignments, lesson planning, discussions, and guest speakers on topics like Universal Design for Learning and Differentiation then they demonstrate their knowledge and skills in lesson planning and during observations. All these opportunities to gain skills, knowledge, and experiences in special education set the stage for students to know if they are interested in pursuing their Master's in Special Education.

The Special Education Master's program is designed to address the shortage of highly qualified special educators in New Hampshire and includes coursework as well as a year-long internship in a public-school setting. Candidates build skills as they progress through the program by completing assignments that are designed with a practical application in mind and preparation for entering the classroom.

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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 three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Building upon previous years' assessment and accreditation work, our EPP developed strategies and implemented several innovative initiatives to help our EPP move toward meeting CAEP accreditation goals.

Educator Preparation Leadership Team

The Educator Preparation Leadership Team (EPLT) was established at the beginning of Fall 2019 to take on the leadership of our CAEP accreditation. The team comprises Associate Dean of School of Arts, Education and Humanities, Education Department Chair and Director of Southwest Center for Educational Support. Further, one faculty member with extensive professional experiences in assessment and accreditation was reassigned to take on the role of assessment and accreditation coordinator. The EPLT and assessment/accreditation coordinator meet weekly to develop and execute our assessment and accreditation plans and engage in problem solving. Under the EPLT leadership, regular work sessions have been implemented with educator preparation program coordinators, Educator Preparation Office staff, and CAEP Standard Task Teams. This has led to overall increased engagement of EPP faculty and partners in the continuing improvement process and the CAEP accreditation process. The EPLT has spent great effort to coordinate our work with other stakeholders, like partner schools, candidates' honor society, other administrative offices at Keene State College, New Hampshire Department of Education, Educator Preparation Advisory Committee (EPAC) and Educator Preparation Council (EPC).

Dynamic Work Design

Purporting to improve our work efficiency and data accuracy, we started in Spring 2020 to implement Dynamic Work Design – a set of principles and structures that guide human behavior when intellectual work moves through from one person to another throughout an organization. In particular, dynamic work design helps finding issues, fixing problems and making improvements in real time.

We first experimented dynamic work design with our TK20 system. TK20 is a database that helps our EPP manage program key assessment data, cooperating professionals, field experiences and decision points. The accuracy of key assessment sending out, key assessment data input and key assessment rubric updating is critical for assessment data quality. Our assessment/accreditation coordinator, program faculty and TK20 administrators worked collaboratively to identify the problem, pinpoint the critical step(s) that caused error, redesign the work flow and test run to see the effectiveness.

As we move on with our continuous improvement effort, we will implement dynamic work design in other work flows where teams

from different function areas are involved.
Competence-based Assessment Design

After carefully reviewing the feedback from SPA reviewers and our program key assessment data, we shifted our standards-based rubric design toward competence-based rubric design with two-fold purposes. It helps better align the derived evidence with the SPA standards and CAEP quality evidence criteria, such as relevance, cumulateness, robustness, and actionability. It also communicates more clearly with our candidates regarding individual competence in their competence portfolio so they have clear roadmap to make improvement. This approach offers a balanced approach for our EPP faculty to teach content as well as build competence with our candidates. Our elementary education program and science education program took the lead in this effort during Fall 2019 and Spring 2020. New Hampshire schools are also moving to a competency based education approach and this approach helps us to model a competency based model with our EPP candidates.

Multiple Measures

We implemented exit survey of our graduating candidates in elementary education program, early childhood education program and English education program and conducted exit interview of our graduating candidates in educational leadership program and special education program. Such efforts complement our completer's and employers' satisfaction survey. The benefit of having exit survey is to offer instant feedback on program delivery with higher response rate at the end of candidates' study in our programs. The identified patterns from the collected responses will help us redesign completers' and employers' survey with focused themes.

Multiple measures are exemplified by our High Impact Study on our completers' impact on P-12 students' academic accomplishments. The 2020 spring semester will conclude this study as the third round data collection. Different investigators conduct the study at different points on timeline through analyzing students' performance data, reviewing student work samples and observing completers' classroom instruction.

Assessment Initiatives

Sponsored by EPLT and led by our EPP faculty, a couple of assessment initiatives are under the way, including CAEP Standard 4: High Impact Study, elementary education key assessment redesign, secondary education field experience assessment, cooperating teacher training module, EPP homegrown assessment tool calibration, and advanced programs (educational leadership and special education) focus group and interviews.

The above-listed items outlined our EPP's accreditation work for the year of 2019-2020. The results we obtained from these items will be fully disseminated and discussed among our EPP faculty in our May 2020 professional development work sessions, when our 2020-2021 strategic plans will be made and executed afterwards.

All these individual assessment initiatives contribute to our later effort in May 2020 to revise our EPP-wide Assessment Map and make it a work book for our EPP and SPAs to follow, implementing multiple measures assessments, collecting valid and reliable data, analyzing and interpreting data and making data-informed decisions.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.3 Application of content and pedagogical knowledge
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.2 Quality and Strategic Evaluation

Upload data results or documentation of data-driven changes.

 Initial_program_student_teaching_exit_survey__Spring_2020.pdf

 Assessment_Grant_Proposal__Assessment_Rubrics_Calibration__Darrell_Hucks.docx

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

Yes No

6.3 Optional Comments

n/a

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a succe transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful r regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the fo information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPPâ€™s evidence relating to the CAEP standards and the progre on addressing those gaps. This is an opportunity to share the EPPâ€™s assessment of its evidence. It may hel the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial lev programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text a

A comprehensive EPP CAEP Transition Plan was developed during the 2016-2017 academic year and then implemented in the following academic years with three clearly articulated and EPP-wide agreed upon goals: 1. Systematically align programs and practices to CAEP standards; 2. Identify and prepare quality evidence needed for documentation of this alignment, including validity and reliability study of our homegrown assessment tools; and 3. Determine a course of action to prepare for submission of our self-study report in 2021 (extension approved by CAEP in Fall 2019) and subsequent site visit in 2022.

In spring 2018, our college encountered a number of challenges, including changes in leadership, budgetary shortfalls, declining college-wide enrollment, and the restructuring from three schools to two schools. Our EPP, used to be in the School of Professiona and Graduate Studies, was relocated to a new school of Arts, Education and Humanities. We requested and were granted an extension of site visit. However, our assessment and accreditation work has been ongoing without any delay. We pinned 2017-2018 academic year as the first round of our 3-year data collection cycle and this 2019-2020 academic year is the last round. With the extra one year we are granted by CAEP, we will fully implement our continuous improvement strategic plans based on rich data we collected from these 3-year cycle.

Here we provide most important highlights of our assessment and accreditation work in 2019-2020 academic year.

EPP CAEP Theme and Branding Development

Along with the work we have done on shared values and beliefs, we collectively developed our theme for 2022 CAEP visit and our branding message. Impact is our CAEP 2022 theme. As we reached out to our EPP faculty, administrator, students, cooperating teachers and school leaders, impact was the recurring topic that signified the strength of our EPP. Not only did our EPP have huge influence on our candidates who aspired to make difference in P-12 students' learning and growth, it also inspired the people we had been working with for years, P-12 students, their parents and their teachers. Supportive engaging change-maker, our collectively designed tagline, further identifies who we are and what we do differently. Our programs, whether it is big size or small size, support our candidates as well as our cooperating teachers and their schools from all aspects. All the voices are actively listened, responded and included in our decision making and strategic plans. The theme and tagline serve as our guiding principles for our EPP to constantly align our practices and decisions with. They tap into our stakeholders' emotional connections and escalate our EPP from functional level to social impact level.

Alignment of CAEP Standards with InTASC, NH DOE and SPA Standards

During 2019-2020 academic year, led by our EPLT, our SPA coordinators and assessment/accreditation coordinator examined each single key assessment – both assessment description and rubric levels/descriptors. We carefully reviewed the standard language from SPA standards and aligned it with CAEP, InTASC, Danielson Frameworks (which is widely used by the school districts we have been working with), and New Hampshire DOE program guidelines. Each SPA created cross-walk matrix to map out how their key assessments fulfill these different bodies of requirements and Danielson's Framework of Teaching. Further work will be done in our May 2020 professional development work sessions to check and balance all the competences are delivered to our candidates – vertically across semesters and horizontally across programs.

Program Key Assessment Data with Multiple Measures

Following the multiple measures guideline requirement by CAEP, our program coordinators and program faculty work closely with our assessment/accreditation coordinator to identify multiple measures of candidates' competences that are embedded in the key assessments of respective programs. Three cycles (Fall 2017-Spring 2018, Fall 2018-Spring 2019, and Fall 2019-Spring 2020) of key assessment data with multiple measures have been retrieved, cleaned, and analyzed in our program key assessment data charts.

One further step our EPP plans to do in our May 2020 professional development work sessions is to standardize the rubric elements in terms of levels of competences and descriptors for the target competences, i.e., technology, professional development diversity, research as resource in planning, goals & objectives aligned with state standards, and reflection (Research & Evidence Based for Student Progress & Own Professional Practice).

Evidence Work – Identification, Collection and Evaluation

Five initial standards and one advanced standards task forces were established in Fall 2019 by electing our EPP faculty and administrators to serve based on their expertise. Standards task forces meet regularly to study CAEP standards, update our EPP practices to their assigned standard and offer feedback how we improve. These task forces meet bi-weekly with our assessment/accreditation coordinator to share and exchange updates.

In Fall 2019, our collective efforts clearly identified a wide variety of evidences to support the demonstration of our diligent work that is guided by CAEP and recommended best practices from other institutions. These identified evidences were then collected from various sources and organized in a central location for our standard task forces to work on. Starting in Spring 2020, each standard task force work closely to review and evaluate these evidences using CAEP's quality evidence criteria. It is planned to have all these evidences examined and annotated by May 2020.

Tag the standard(s) or component(s) to which the text applies.

- 1.1 Understanding of InTASC Standards
- 1.3 Application of content and pedagogical knowledge
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

n/a

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 2020 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Alan Gong
Position: Assessment/Accreditation Coordinator
Phone: 603-358-2317
E-mail: ygong@keene.edu

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.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge