2011 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11499		AACTE SID:	2010
Institution:	Manchester College			
Unit:	Teacher Education			

Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

39

Please enter numeric data only.(Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in while or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

9. Addition or removal of a level of preparation(e.g., a master's degree).

No Change / Not Applicable

Section III. Areas for Improvement

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The dispositions assessed by the unit are not evaluated consistently or aligned with the conceptual framework.	(ITP)

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	The unit does not systematically analyze and use data to improve candidate performance, program quality, and unit decisions.	(ITP)
2.	The unit does not maintain its assessment system through the use of information technologies.	(ITP)

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

1.	Candidates have limited opportunities to interact with racially and culturally diverse faculty within the unit.	(ITP)
2.	The unit does not ensure that secondary education candidates are provided with substantial field-based experiences with diverse students in P-12 schools.	(ITP)
3.	The unit does not systematically track field and clinical placements to ensure that all candidates have experience in diverse settings.	(ITP)

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit does not have a sufficient number of support staff to meet the needs of a growing program and to fully implement the assessment system and other unit work.	(ITP)
2.	Excessive workloads limit the engagement of full-time faculty in professional responsibilities.	(ITP)

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

AFI - Standard 1 - Candidate dispositions are measured during student teaching by an extensive rubric completed by the cooperating teacher. Criteria include 17 performance indicators categorized by Learning, Faith/Commitment, Service, Diversity, Integrity, and Community. Dispositions are evaluated semesterly in courses, verified at key checkpoints (both at admission to teacher education, prior to student teaching, and upon program exit). The mean dispositional scores for the 17 indicators (2008-09, 2009-10, and 2010-11) range from 3.333 (Knowledge of individual differences providing success for all) to 4.00 (Respectful attitude, Truthfulness, and Confidentiality). All program completers (N=391) scored in the Proficient or Distinguished levels.

In addition to the above key assessment, candidate dispositions are measured during the student teaching experience by a rubric completed by Relationships component of the rubric (aligned to one area of the conceptual framework model, as well as program goals and objectives) are used: (1) exhibits a sensitivity for cultural diversity; (2) acts with full awareness of ethical and legal responsibilities of teachers; (3) values life-long learning and personal/professional development; and (4) motivates students to want to learn individually, collaboratively, and cooperatively. A review of Final Clinical Evaluations shows all candidates perform consistently above the 3.0/4.0 level. Aggregate programs scores range from a low of 3.250 for Life Sciences 5-12 diversity and motivates students to learn to 4.000 for Music diversity, ethical & legal responsibilities, and life-long learning; English/Language Arts Diversity, Ethical & legal responsibilities, and Life-long learning; and Modern Languages diversity and ethical & legal responsibilities.

Dispositional scores from follow-up survey data from graduates' supervisors demonstrates that candidates are marked high. Dispositional scores often are exemplary, with few ever ranking in the inadequate category. Principals and supervisors share glowing comments about candidates' professionalism and orientation to the profession.

AFI - Standard 2 - During the 2005-2006 school year, significant revisions occurred throughout our degree programs, to meet new licensing criteria from the Division of Professional Standards under the Rules 2002 licensing program and again in 2010 under the REPA licensing program. Decisions about candidate performance at the initial level are based on multiple assessments, which are required in various phases of the program (see Table 2.1 for a visual version), including the (1) conceptual framework and decision checkpoints, (2) course knowledge and skills via conceptual framework elements, (3) course field experiences, and (4) course dispositions. The Unit has delineated decision points where data are used in assessing students. At each point a student must meet specified requirements to proceed to the next program phase--exploration to analysis, analysis to synthesis, and synthesis to program completion recommendation for a teaching license (see Table 2.1). Since the inception of the Unit's UAS, the Unit has used questionnaire data and focus group results, in addition to test data, portfolio entries, and course-related products and work, to assess candidate progress toward meeting program requirements.

Data are systematically gathered on elements of the conceptual framework (Advanced CARE Research Model) as well as candidate performances (course-specific and candidacy-related). Data are collected through coursework and at decision points to provide data feedback about individual student progress in programs as well as summative evaluation of aspects of the 20 initial programs. Data further (1) support understanding of individual aspects of both the initial and advanced conceptual frameworks,

(2) support further refinement of programs as developmental licensure patterns change, (3) reveal new information about the summative decision points for all programs, and (4) encourage revisiting the system of field experiences, dispositions, and courses.

Information is gathered and processed through unit faculty and Director of Teacher Education's office. Data can be reported at any time to faculty through their program chairs or committees to respond to curricular, programmatic, or field experience queries. Data are reviewed via the through committee's formal request of the Assessment Committee, or annually during meetings of the Teacher Education Committee. The database reflects that current technology is used to collect data on teacher candidates.

AFI - Standard 4 - Curriculum, field experiences, and clinical practice have been organized as a cornerstone of the liberal arts experience at Manchester College. These experiences help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Teaching all students is the responsibility of today's teacher. "All students" refers not only to students of various ethnic and racial backgrounds, but also to those with disabling conditions that affect their development and thus affect their readiness and capacity to learn. Candidates in education programs at Manchester College develop dispositions, knowledge, and abilities for teaching all students through dynamic curricula, field experiences, and clinical practices. All courses contain a thread that emphasizes diversity, exceptionality, and responsive practices.

All candidates currently complete exploration coursework in Education 111 (Introduction to Teaching) and Education 230 (Educational Psychology), where they gain an initial understanding of P – 12 students. Further examination occurs through the coursework related to diversity and cultural competence taught as components of the core curriculum. All students complete 9 hours in Integration into the World, where education candidates are able to choose a variety of classes that advance knowledge of race, gender, class, ethnicity, sexual orientation, and issues of power. Most students select courses in Responsible Citizenship such as ENG 361 (Women in Literature), GNST 125 (Intro to Gender Studies), HIST 227 (Race & Ethnicity in American History), and SOC/SOWK 228 (Race, Ethnic, Gender Group Relations). Candidates also complete a minimum of one course in Global Connections, where they principally study language and cultures of western and eastern societies; including French, Spanish, German, Arabic, Hebrew, HIST 252 (Comparative Civilization), MUS 119 (World Musics), PSYC 352 (Culture & Psychology), REL 131 (Jewish Faith, Culture and People), and SOC 311 (Cultural Anthropology). Courses approved for this area meet the following learning goals: students will (1) Develop a global perspective, (2) Develop sensitivity to cultural diversity, and (3) Develop strategies for cross-cultural interaction.

Program modifications in Spring 2008 now require all candidates in education to complete an exploration field experience in a high need and diverse setting (candidates who complete Education 111 during January term have an intensive week-long placement in an inner-city Fort Wayne Consolidated School). Candidates are placed at a variety of school sites throughout the area, many of which are identified as Title I and serve the working poor. Candidates provide mentoring and intervention services through formal observation and 1:1 tutoring for P – 12 students (predominantly in high need, high risk student population settings). This arrangement better meets the various needs of candidates while simultaneously serving the diverse needs of area schools. As a result of these courses and experiences, candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation.

AFI - Standard 6 - The Unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. Unit funding includes funds for personnel, supplies and expenses (including travel), and instructional materials. The department budget has increased each year, as enrollments have increased and new programs have been added. For the past three years, the department budget increased by about 10.1% compared to an increase of about 13.8% for the college as a whole. Faculty positions are another barometer for funding. In 2005-2006 the Department of Education had 5 faculty members, one who was responsible for both the chair and director positions. For 2010-2011 there are 5 full-time faculty members, but the duties of chair and director have been divided. Only one position (coordinator of field placement) remains an unfunded mandate of the program.

AFI - Transition to Teaching - Modifications to the T2T program occurred to ensure that all licensure programs met REPA requirements. Candidates in the Secondary Education T2T program are required to demonstrate essential pedagogy by participating in field experiences that parallel our NCATE-accredited undergraduate programs. Candidates will complete 6 visits for observation during Education 111 (Introduction to Education) for 24 hours of observation and classroom participation. Candidates complete 24 hours of 1:1 tutoring during Education 230 (Educational Psychology). Candidates complete small group intervention experiences during Education 242 (Content Area Reading), as well as whole group instruction during methods courses: Education 352 (Classroom Managment) and Education 440 (Middle School Instruction). All evaluation tools for field placement parallel those used for initial program completers. Candidate supervision during these experiences is performed by licensed classroom teachers in their content areas, clinical faculty from the Education Department, and content faculty from Arts and Sciences. Clinical supervision during student teaching is performed with the same groups, to ensure that pedagogy and content are well reviewed. Coursework was modified during 2010 to include a data-based decision making project that links methods coursework with student teaching. All candidates must explore how they can systematically evaluate secondary students' performances prior to and following a unit. They must assess student learning, and remediate based on any concerns identified.

Statute requirements were used to align programs to REPA licensure patterns. All candidates complete the same content requirements by demonstrating mastery of content prior to program admission (through Praxis II test scores). Candidates show proper application of content via field placement through rubrics that are aligned with national standards for their content areas. While life experience is not principally used to replace course experiences, candidates can alternatively meet standards and key assessments by showing documentation of their mastery through other avenues and experiences. Because of the size of our T2T

program (n=1 or 2 most years), we have not had candidates who have requested such program modifications. However, some modifications based on past experiences in classrooms could be used to supplant the taking of Education 230 (Educational Psychology) through a reflective essay addressing that experience (evaluated by a standards-aligned rubric and assessed by the Director of Teacher Education).

Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

ᵇ Std. 1	⋳ Std. 2	⋳ Std. 3	⋳ Std. 4	⋳ Std. 5	⋳ Std. 6

The Department of Education offers 16 programs: 11 initial teaching programs are provided at the baccalaureate level, two at the post-baccalaureate levels (Transition to Teaching), one add-on (licensure) and one at the advanced level (Master of Education). Programs at the initial and advanced levels beginning in 2010 include Early Childhood and Elementary Generalist (licensed P-6th Grade, with emphases in English Language Learners, Mild Interventions, and High Ability), Secondary/Young Adult programs in content (including chemistry, English/language arts, social studies/history, life sciences, mathematics, modern languages (French and Spanish), physics, and visual art). Secondary licenses are endorsed for Grades 5-12. One advanced program, a Master of Education degree, was approved in 2009. Nine programs have been submitted for SPA review. Early childhood education candidates are enrolled in a joint-certification program with elementary education. All programs are approved by the Indiana Department of Education (IDOE).

Due to two major overhauls in licensure patterns (Rules 2002 from 2000-2007 and REPA from 2008-2011), programs have been significantly modified. Modifications to curriculum have centered on a stronger alignment with preservice teachers preparation as content experts. SPA reports were submitted for the first time during Spring 2011, with results returning late in the Summer of 2011. Modifications based on suggestions for 7 of the 9 programs will be submitted for continued review in February of 2012.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

The college's programs have strong foundations in content, with candidates demonstrating content knowledge via course performances and assessments (e.g., history, mathematics). First, every education program has a substantive core of courses that include content for school curriculum. Candidates also demonstrate content knowledge in field experiences, including student teaching, as they plan and manage instructional activities for P-12 students. Moreover, assessment of this knowledge occurs as candidates' college and classroom supervisors evaluate their plans and their teaching. Finally, candidates must demonstrate their knowledge of content as they teach, with student teaching supervisors evaluating candidates' content knowledge.

Table 4 demonstrates that Manchester College candidates know the content that they teach. In the secondary areas that included test takers, the Unit ranks in the top quartile of the state's teacher training institutions. Performance by all grade areas is equally strong, with those in physical education ranking in the state's Top 10 programs, and heath scoring similarly high. Music also was equally strong.

While pass rates for the early childhood/elementary generalist program demonstrates passing scores, the ranking at the state level is considerably lower (though Manchester is ranked at the median level), though Manchester scores are parallel other liberal arts colleges throughout the state. These scores are currently being explored by faculty. Data gathered by the Unit on grade point average and performance across core curriculum and content courses indicate that a marked difference between candidates seeking licensure at the secondary education level and those seeking licensure at the early childhood/elementary level. An increased focus on admissions policies, dispositional checklists, and the use of key assessment data began in 2009 upon review of this data.

Information taken from grade point average demonstrates that candidates from all licensure programs demonstrate competency with content. Candidates in early childhood/elementary education, all grade physical education and health, and modern language courses rank above the campus average for grades. Those in all grade art and other secondary areas rank below the campus average, but still rank strong in general. Those in the sciences demonstrate the lowest GPAs; this result either means they are more poorly prepared than other content majors (unlikely) or their courses indicate that greater rigor (as reported by their faculty).

Exhibits that support the narrative: ℐ Standard 1 - Narrative ℐ Evidence of Data Gathering and Candidate Success

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

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