

# 2010 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	11499	<b>AACTE SID:</b>	2010
<b>Institution:</b>	Manchester College		
<b>Unit:</b>	Teacher Education	<b>Deadline to Submit Final Version of Part C:</b>	01/31/2011
<b>Next Accreditation Visit:</b>	S12	<b>Last Accreditation Visit:</b>	F04

## Section 2 - Individual Contact Information

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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2009-2010 academic year?

30

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 2009-2010 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 4. 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 traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. 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.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

## Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

The unit regularly reviews the conceptual framework through weekly department meetings, biweekly teacher education committee meetings, and biannual teacher advisory council meetings. The conceptual framework is a direct outgrowth of the Manchester College motto and values statements. It has evolved into four broad goals: Curriculum, Assessment, Relationships, and Environment. The first letters of these goals form the acronym CARE, which reflects our program motto, "Preparing Teachers of Ability and Conviction." Under the broad, CARE goals are 24 benchmarking objectives that each candidate must demonstrate mastery of to graduate from the Manchester College teacher education program. As changes are considered for individual candidates, cohorts of candidates, courses, programs, or the unit, each of the groups listed above discusses how the 24 Goals and Objectives will be met successfully by making that change.

No changes were made to the conceptual framework, but additional emphasis on the candidates' ability to use assessments to drive future instruction has been an ongoing discussion in each of the stakeholder groups mentioned above.

## Section 6. Unit Standards

### Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

### 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)

### Please indicate how the unit has addressed these Areas for Improvement.

The professional disposition rubric that was piloted and refined last year is now fully implemented and generating useful data. At the midpoint of each education course and each student teaching placement, candidates are evaluated using the rubric by professional and clinical faculty. These are shared with the candidates in individual meetings with course professors. In cases where there are unsatisfactory dispositional ratings, the candidates meet with the director of teacher education to set goals for improvement. Progress toward meeting the goals is evaluated at the next decision point. During student teaching, the midpoint professional disposition assessment is used to as a formative assessment for improvements.

### Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Our course management system, ANGEL, is beginning to generate reports that are very helpful in collecting data related to our conceptual framework's goals and objectives. This work is ongoing and will be crucial as the unit continuously seeks to improve its candidates and their impact on student learning.

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)

Please indicate how the unit has addressed these Areas for Improvement.

Our course management system, ANGEL, is now generating reports on the key assessments identified as meeting applicable standards. The data entry and collection system is being implemented throughout all of the education courses. It is facilitated through the support of an Academic Technology Support librarian and two student workers who have been specifically trained for this process. Currently, we are using data from the system to aid us in writing our SPA reports.

Additionally, data such as Praxis II scores have been studied and interpreted to aid the unit in making course content changes. For example, our candidates' results from Praxis II last spring indicated that there was a mismatch between the amount of time and coursework emphasis on art, music, theater, and physical education for elementary education majors. We were able to use that information to support the consolidation of those courses, permitting us to add a course for teaching students whose first language was not English, an area that was lacking in our program. Another example of systematic program evaluation to inform decisions came from the qualitative information collected at the senior exit interviews of music and physical education teacher candidates. These candidates indicated that they did not believe that they were as prepared as they should have been for managing classroom behavior nor had they written a classroom management plan. Using this information, the department with the support of the Teacher Education Committee now requires all teacher candidates to write a classroom management plan, even if they do not take the EDUC 360 Classroom Management course. They must write the plan in the methods courses specific to their fields.

### Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

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

Please indicate how the unit has addressed these Areas for Improvement.

### Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

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)

Please indicate how the unit has addressed these Areas for Improvement.

As noted in the 2009 report, candidates interact with diverse faculty throughout the College and with clinical faculty in the field. As for the 2010-2011 school year, Manchester College 7 of 71 faculty were identified as diverse. The represents 2 from Nigeria, 1 from Venezuela, 2 from India, 1 from Germany, and 1 from Korea. As stated last year, all faculty recruitment postings include a statement that encourages diverse faculty to apply. Currently, the department is conducting two searches for full time faculty and diversity is one factor to be considered in the selection of the appropriate person to fill the positions. Our candidates could interact with these faculty in their required liberal arts courses, which is over 1/3 of the required courses for a degree. We continue to work closely with schools like Fort Wayne Community Schools for both elementary and secondary candidates. The tracking of all field experiences is maintained by the administrative faculty and consulted when placements are required to insure that all candidates have experience with diverse students in P-12 schools. We continue to foster our relationship with the Chicago Center allowing candidates to teach in that urban setting if they so choose. We did not have anyone there in the 2009-2010 school year, but have two candidates, one for elementary and one for secondary, student teaching in Chicago this spring. Currently the department policy of staying within a 35-mile radius of the College is being reviewed and revised. By increasing the distance to 40 miles, we will be able to include more schools with diverse students and clinical faculty. One school corporation in particular will be targeted where there is a high concentration of Hispanic students. For example, at the high school level 20% of the students are English Learners, 36% are Hispanic, 2% are multiracial, and 57% are on free or reduced lunch. Including this school in our possible placements will help increase the number of diverse students our candidates interact with in their field-based experiences.

#### Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

#### Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

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)

Please indicate how the unit has addressed these Areas for Improvement.

The unit has been allowed to add a student worker for up to 10 hours per week, in addition to a 20-hour student worker and a full time administrative assistant. Additionally, the support of an academic technology support librarian to facilitate the data collection and report process from ANGEL, our course management system has become an invaluable resource as we are writing our SPA reports and preparing for the writing of our IR.

The workloads of the education department faculty for teaching are the same as other faculty members on campus. Two adjunct faculty have been employed to teach a course each. Over 85% of the student teachers are supervised by adjunct faculty. These six adjuncts have been carefully trained and are constantly supported by the director of teacher education. This permits full time faculty to meet other responsibilities such as writing SPA reports and working on various committees.

If you have another comments, use the space below:

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