

Part I: Overview of Marian College

History of the Sisters of St. Francis

On the feast of the Epiphany, 1851, 24-year-old Sr. Theresa Hackelmeier arrived at a log cabin in Oldenburg, Indiana, having ignored the social conventions of her day in order to travel alone from her convent home in Vienna, Austria, when her companion turned back. In response to the request of Fr. Francis Joseph Rudolf of Vincennes, she had come to found an American religious congregation at Oldenburg that would teach the German-speaking children of southeastern Indiana.

Sr. Theresa—soon to be called Mother Theresa—was joined at Oldenburg by three women and thus the Congregation, Sisters of the Third Order of St. Francis, was founded. By the end of the year, the four women had established a boarding school for six students and a village school for twenty. Community-supported schools had been legislated in Indiana only five years before and Oldenburg, as a Catholic community, lent its support to its parochial village school. The Oldenburg sisters were soon being asked to help establish and staff schools in neighboring Indiana towns. The convent at Oldenburg thus became the motherhouse from which the sisters traveled throughout southern Indiana to do the work of education, returning each summer for further training and spiritual renewal.

Mother Theresa Hackelmeier died in 1860, after nine short years in this country. By that time, the Oldenburg sisters had reached beyond Indiana to establish Holy Trinity School in St. Louis. They had also met the challenges of rebuilding their facilities at Oldenburg, after a devastating fire in 1857. In the years following, the Franciscan sisters accepted requests to establish schools in Kentucky (1861), Cincinnati (1876), and other Ohio locations, as well as Illinois and Kansas (1890s). In 1883, they founded St. Mary Academy in Indianapolis which served the community until 1977.

Under the leadership of Mother Olivia Brockman, from 1884 to 1920, the Sisters of the Third Order of St. Francis at Oldenburg continued to be pioneers in the field of education. From the 1850s, the sisters had qualified for teaching by passing the state's education examination. In 1910, their own school of teacher education, St. Francis Normal, was accredited by the Indiana State Board of Education. As early as 1911, the Oldenburg community sent its sisters to Marquette and other Catholic colleges for academic degrees.

The Sisters of St. Francis have always maintained a responsive engagement with the social conditions of the time. In 1892, the sisters opened St. Ann's, the only school for African-American children in the then segregated Indianapolis; it has since been succeeded by St. Rita's. In the 1850s, they cared for children orphaned by the 1847 cholera epidemic; again, in 1898, they accepted the care of orphans from New York's overcrowded Foundling Hospital. In 1918, the sisters established a mission in New Mexico. In 1934, ministry to the Crow Indians was begun and for 30 years the Sisters served with no financial remuneration. In 1939, the sisters accepted a mission in China,

which they administered until 1945, when the civil unrest following World War II necessitated their return to the United States. In 1960, the Sisters accepted an invitation to begin ministry in Papua New Guinea, where work continues today in collaboration with a native community, Franciscan Sisters of Mary, which was founded by the Oldenburg Franciscans. In the 1970s ministry with the Northern Cheyenne Indians in Montana was begun and in the 1990s with the Navajo in New Mexico.

St. Francis Normal grew into a four-year, state-approved institution that became Marian College in 1936. The following year, Mother Clarissa Dillhoff, the Oldenburg Franciscan community's leader since 1926, took the "preposterous step" to move Marian College from Oldenburg to the site of the former Allison estate in Indianapolis. This venture was undertaken to provide college education for lay women. Accredited by the Indiana State Department of Education in 1944, Marian became the state's first Catholic co-educational college in 1954, and continues today as a liberal arts college with strong professional programs. The college grew to include the neighboring Wheeler-Stokely and Fisher estates, its 114 acres comprising the estates of three founders of the Indianapolis Motor Speedway.

Programs and Accreditation

Our liberal arts curriculum is enhanced by several Centers of Learning: Franciscan Center for Global Studies; Prelaw Studies; Business Creation and Development Program; Rebuild My Church Program, and the Honors Program. Marian confers associates, bachelors, and masters level degrees with 38 majors, 26 minors, 17 associates, 12 concentrations and a MAT. We are accredited by the North Central Association of Colleges and Secondary Schools, the National Council for the Accreditation of Teacher Education, and the National League of Nursing Accreditation Commission.

Enrollment

The college has a faculty of 77 full-time professors and 67 part-time professors. Nearly 1,700 full- and part-time students from 20 states and 15 countries attend the college. Classes average 17 students and the student-faculty ratio is 12:1.

College Mission Statement

Marian College's mission as a liberal arts-based Franciscan Catholic college is ever present and visible in the fabric of the educational philosophy and operation of the college. It guides the way faculty, administration, staff and students relate to one another. It guides what courses are offered in the curriculum, including the general education courses that are required. It guides the mode and purpose of the teaching and learning that occur in the classroom. It guides the activities and tone of campus life. It guides how resources are used.

Marian is a Catholic college committed to excellent teaching and learning in the liberal arts and Franciscan traditions. Because of this commitment, a Marian student receives an education

that profoundly transforms the student's mind and character. A Marian graduate is someone with:

A knowledgeable and professional approach to the world. Marian graduates possess a high degree of knowledge, skill and commitment to their professions. They have successful careers in nursing, business, education, law, medicine, ministry and other fields. They are leaders at the forefront of their professions.

A broad, multi-dimensional and critically inquisitive approach to the world. Marian graduates know how to question and think critically. They have a strong desire to learn from different perspectives on any given issue. They know how to learn and keep learning over a lifetime. They are good at discovering creative solutions to the challenges set before them. They are skilled at communicating ideas to diverse audiences. Given the needs of the contemporary world, they have a global perspective on the issues of the day.

An ethically informed and holistic approach to the world. Marian graduates have the moral bearings and ethical discernment that allows them to move beyond simple facts to the question of moral responsibility. They have the wisdom and sense of purpose to know who they are, where they came from, where they are going and how they can contribute to the betterment of the world.

A spiritually mature approach to the world. Marian graduates recognize the importance of the spiritual dimension to human life and understand how faith illumines all that we learn, do and ultimately value in life. The Franciscan values of **dignity of the individual, peace and justice, reconciliation, and responsible stewardship** serve as clear guideposts for them in making the many decisions and choices that life will present them.

Franciscan Sponsorship Values (taken from the college statement on the values)

Dignity of the Individual

We strive to reflect in dwelling among us, loving dignity as human persons affirm the personal gifts and celebrate the gift of rich diversity support, we empower one authentic relationships.

Peace and Justice

We strive to reflect in our lives and in our service our belief that our individual response to God's initiative is best experienced and fostered in our sharing of ourselves, our gifts, and our talents. We desire to be concretely responsive to the ever-present issues of peace and justice. In this stance, and together with church, religious, and civic communities, we dare to challenge contemporary values and practices which are contrary to the Gospel's wherever they occur. We likewise challenge one another to venture into new creative responses to ever-changing needs among and together with a diversity of God's people.

Reconciliation

We strive to reflect in our lives and in our service our belief in the unifying effect of the

dwelling of the Spirit within us and among us. Keenly aware of the pain, brokenness and pervading grief in our society—especially on the part of poor, oppressed, and alienated persons – we feel especially called to the ministry of reconciliation in every level of society.

Responsible Stewardship

We strive to reflect in our lives and in our service our belief that an intimate relationship with our God calls us to responsible stewardship: delight with all creation, reverence for persons, responsible use of the earth's resources, and freely sharing the gifts entrusted to us with those in need and less fortunate.

Planning for the Future

The Board of Trustees endorsed the following Remarkable Futures document as the fundamental planning document to guide the future of the college. The eight strategic goals are listed below:

1. **Attracting, Retaining, And Investing In the Finest Faculty:** We are dedicated to providing our students with the finest faculty and providing opportunities for their continued professional growth. Excellence will be recognized and rewarded, and we (our faculty, staff, administrators, and board) will be accountable on an ongoing basis for learning outcomes.
2. **Maintaining and Supporting A Diverse And Talented Student Body:** We believe a diverse and talented student body improves learning outcomes at Marian College. Diversity helps all of us understand the world in new ways and appreciate the complexity of our world and its relationships. Marian can already claim a diverse student body, in terms of racial and ethnic diversity. In addition, we educate students of a broad range of ages, from every socioeconomic background, and with many different religious and philosophical beliefs. To continue this tradition, we must put in place appropriate funding and recruiting strategies.
3. **Promoting Professional Preparation:** In addition to providing students with a broad liberal arts perspective that will enhance their lives no matter what career they choose, we are keenly aware that we must also continue to build upon our excellent programs in nursing, education, business, and all academic areas so our graduates can be knowledgeable and prepared to be in the forefront of their professional fields. There are four priorities concerning curriculum and programs in the liberal arts, Franciscan, and Catholic traditions that will be pursued in the years ahead.
4. **Rebuilding Our Church:** Nearly eight hundred years ago, St. Francis of Assisi was given the task of rebuilding the church. Today, Marian College has taken up this challenge and created the "Rebuild My Church" program designed to cultivate an environment on campus that prompts students, faculty, staff, and our community at large to explore the role of faith in understanding their gifts and careers. The San Damiano Scholarships that provide financial assistance and unique opportunities for learning and

service to students who desire to serve the Church or pursue faith-filled careers are a key component of this program.

5. **Responsible Stewardship and Applied Ethics:** What we do with our time, our talent, and our treasure makes a profound difference in our lives and the lives of people around the world. We have made a serious commitment to establishing a Center for Responsible Stewardship to help our students grow to become ethically informed, spiritually mature leaders. The center will host seminars and retreats, programs for church leadership, and extend its work to applied ethics in business through teaching, research, and seminars.

6. **Global Studies:** Marian College has always had a global perspective, and today's political and business climates make "thinking globally" all the more critical. To this end, we envision establishing a Franciscan Center For Global Studies that will be dedicated to the development of curriculum, study abroad opportunities, and conferences to help our students and our community understand and prosper within the larger global community.

7. **Life Sciences and Environmental Studies:** The Marian campus is blessed with a rare natural treasure: a 60-acre urban wetland that is home to an amazing range of flora and fauna. Our Wetland EcoLab is an ecology classroom without walls that strengthens and complements our biology curriculum. Among our plans for the future are strengthening our life sciences program and the development of curricular programs and facilities related to the EcoLab that will serve both Marian students and the broader community. Connected to this is our interest in the continued restoration of the historic Jens Jensen landscape associated with the EcoLab and the restoration of Allison Mansion, our historic home.

8. **A Revitalization of Campus Life:** If we are to continue providing a transformational education to our students, we must take further steps in making Marian College a dynamic, vital center of life for students and our community. We understand this can be accomplished only if our facilities are made more inviting and modernized. We are prioritizing projects to address architectural, mechanical, and electrical issues in some of our facilities and improve student access to the latest technology. We also must consider such new initiatives as a new student center, multipurpose track and stadium, and other amenities that will enrich campus life.

Additionally, the college is in the planning stages for a capital campaign. These documents will be available for the site review.

Specific Characteristics of the College

- Marian College confers associates, bachelors, and masters level degrees. Nursing, business, and education are among our largest programs. 38 majors, 26 minors, 17 associates and 12 concentrations are offered. We are accredited by the North Central Association of Colleges and Secondary Schools (30 North LaSalle Street, Suite 2400 , Chicago , Illinois 60602 ; 312-263-7462), the National Council for

the Accreditation of Teacher Education, and the National League of Nursing Accreditation Commission.

- Marian College is ideal for students who are looking for personalized instruction from an outstanding faculty of 77 full-time professors and 67 part-time professors. Nearly 1,700 full- and part-time students from 20 states and 15 countries attend Marian College. Classes average 17 students, and student-faculty ratio is 12:1.
- Tuition for the 2004-2005 school year is \$17,600 with room and board totaling \$6,000. Marian College 's comprehensive financial aid packages make a Marian education affordable. Grants, scholarships, work-study, and loans are available.
- Financial Support
 - 32% of alumni donate to the College (25% is the average for colleges our size)
 - 98% of faculty and staff donate
 - Annual fund raises over \$2 million in unrestricted gifts
 - “Opportunities for Excellence” scholarship dinner has raised over \$1.6 million to date for the general Scholarship Fund; nearly 95% of Marian students receive some form of financial aid from the College.
- Curriculum opportunities and community outreach designed to make a difference:
 - Business Development and Creation Program
 - Catholic High School Leadership Day
 - Catholic School Educator Program
 - Ethics Bowl – intercollegiate activities for business students that involves the business community
 - Franciscan Center for Global Studies
 - NYSP (Marian was the first college in Indiana to host this NCAA-sponsored program for underprivileged youth)
 - Pasaporte a las Americas
 - Parish Nursing
 - 21st Century Scholars – assist young scholars with financial needs before and during college to stay committed to education
- Alumni survey results show the following information:
 - A spring survey (N=29) showed that 100 percent believed that Marian provided an excellent education.
 - 64% would recommend Marian to a student considering college
 - Alumni’s reasons for recommending Marian is *Education Quality* with 44% choosing this descriptor; *School size* was 39%; and *Religious Identity* was 28%.

- In preparation for the college's January, 2006, accreditation visit by the Higher Learning Commission, the following statistics have been compiled:
 - 66% of the basic four-year degrees offered by the liberal arts (this percentage includes the secondary licensing program).
 - 61% of the college's full-time and pro-rata faculty teach liberal arts courses.
 - 30-35% of a student's educational experience is attained through liberal arts courses.
 - Total number of students declaring liberal arts majors has declined by 15 percent (1998-2003).
 - Total number of students declaring professional majors has increased by 11 percent (1998-2003). This number does NOT include the accelerated adult program (MAP).
 - Average SAT comparisons from 1997-2003 for first time, full-time students was 976. The average SAT for the 2004-2005 academic year was 1153. This increase reflects a concerted effort to recruit students through scholarship programs, particularly the San Damiano scholarship program.
 - Average retention rates are two years – 66 %; three years – 52%; and four years – 48 %.
 - Average five-year graduation rate is 41%.

Overview of the Professional Education Unit

Preparing educators at Marian College is an all-campus responsibility. As an institution rooted in the liberal arts, Marian asks all students to take core content courses that prepare them broadly for life. The Education Department believes this liberal arts foundation better prepares them for their teaching profession. All teacher preparation programs are housed in the Education Department, headed for the upcoming 2005-2006 academic year by an interim administrative chair, Karen Bevis. The leadership of the department under Dr. Susan Blackwell is in transition. The department expects to make a full search during the 2005-2006 academic year for a new faculty member and chair.

The vision of the Education Department is represented in its motto: *Teacher as Model and Mentor: Ever Teaching, Ever Learning, Ever Changing*. This motto has formed the basis for the program for nearly 15 years. In 2004, the department faculty revisited the motto to update the knowledge base informing its work. From 1995 to 2000, the department engaged its developmental level advisory boards to review all programs and affirm the motto. After this intensive work, the department collapsed its multiple advisory boards into two: the Undergraduate Advisory Board and the MAT Advisory Board. These boards meet once a year to review progress within the department and student achievement data. Despite these structural changes, no changes have been made to the basic motto and the role of the Franciscan Sponsorship Values in preparing beginning teachers.

Since 2000, the department has revised all its undergraduate programs to align with the Indiana developmental and content standards. It also has developed and begun two new

programs: The Master of Arts in Teaching (MAT) program focused on enabling career changers the opportunity to enter elementary teaching and the Middle School Licensing program. Both programs were approved by the Indiana Professional Standards Board (IPSB). The MAT was approved by the Higher Learning Commission with a specialized site visit. The secondary education program (high school focus) recently became a full minor, whereas previously it had been a licensing only program.

Special Characteristics of the Education Department

- Eight full-time faculty
- Three part-time faculty
- Part-time faculty teach middle school and high school content methods courses (art, music, English, foreign language, science, mathematics, physical education and health, social studies)
- Member of the TEACHER consortium. This consortium includes the University of Indianapolis, Butler University and Franklin College. It was formed as a partnership to offer transition to teach programs. It also supports an undergraduate journal of education, *Spirare*, and in the fall of 2004 sponsored a seminar on recent research on learning and the brain, organized by and held at Marian College.

**Figure 1
Professional Education Programs Offered by the Unit**

Program Name	Award Level	Program Level	Number of Hours*	Number of Program Completers*	Agency or Association Reviewing Program*	Program Review Submitted*	Current Status
Art 9-12	BA	ITP	34	3	IPSB	No	Complete
Art K-6	BA	ITP	34	0	IPSB	No	Complete
Biology 9-12	BS	ITP	35	2	IPSB	No	Complete
Chemistry	BS	ITP	34	0	IPSB	No	Complete
Elementary Education K-6	BA	ITP	68*	84	IPSB	No	Complete
Elementary Education K-6	MAT	ITP	33	40	IPSB	Approved by IPSB in 2002	Complete
English	BA	ITP	34	3	IPSB	No	Complete
Exceptional Needs: Mild 9-12 Minor	BA/BS	ITP	21	20	IPSB	No	Complete
French 9-12	BA	ITP	35	1	IPSB	No	Complete
Health and Physical Education	BS	ITP	40	15	IPSB	No	Complete
History (Social Studies)	BA	ITP	52	6	IPSB	No	Complete
Mathematics 9-12	BS	ITP	30	5	IPSB	No	Complete
Middle Level 6-8	Lic Only	ITP	14	29	IPSB	Approved by IPSB in 2003	Complete
Music Instrumental 9-12	BA	ITP	36	0	IPSB	No	Complete
Music Choral 9-12	BA	ITP	40	1	IPSB	No	Complete
Spanish 9-12	Lic. Only	ITP	33	1	IPSB	No	Complete

* El Ed major includes crossover courses with liberal arts and 12 hours of student teaching

* Total Number of Program Completers 2000-2005

* Number of Hours in Content/Pedagogy

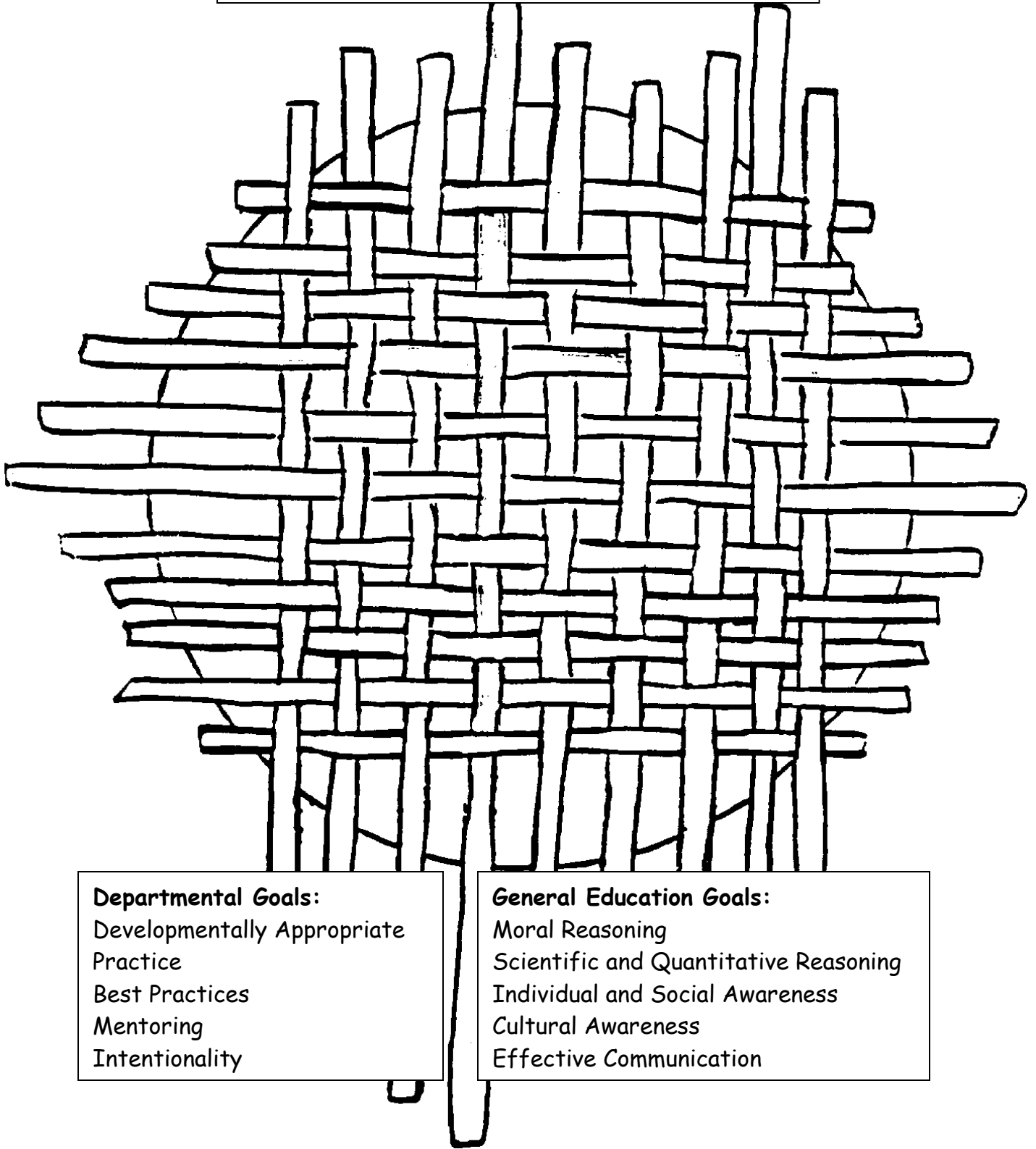
* Indiana Professional Standards Board (IPSB) provides program approval

* Indiana has submitted a proposal for a statewide program review process to NCATE. Indiana institutions have been exempt from program review submission.

Marian College Education Department

Teacher as Model and Mentor:

Ever Teaching, Ever Learning, Ever Changing



Departmental Goals:

Developmentally Appropriate
Practice
Best Practices
Mentoring
Intentionality

General Education Goals:

Moral Reasoning
Scientific and Quantitative Reasoning
Individual and Social Awareness
Cultural Awareness
Effective Communication

Part II: Conceptual Framework

(The department updated its knowledge base in December, 2003. That document is available on the department website – www.marian.edu – and will be available in hard copy during the site visit. To keep this report manageable, the full revision is not included in this report.)

The overarching theme or motto of the Education Department is *Teacher as Model and Mentor: Ever Teaching, Ever Learning, Ever Changing*. The motto was developed by the department in the 1980s and has formed the basis functioned as the motto by which faculty and staff operate. Additionally, the metaphor of a tapestry guiding the department's conceptual framework continues, although the department has significantly revised its curriculum and assessment processes since its inception. An explanation of the tapestry metaphor follows.

A Tapestry

At Marian College, we view teaching and learning as processes like those involved in weaving a tapestry. While there are important skills and knowledge to be learned, individuals will create a unique, personal tapestry, because of differences in background, personality, and motivation. Marian College is the loom, providing the knowledge framework and the work space for the learning that takes place during the college years.

There are two basic types of thread woven together to form a tapestry. The vertical or warp threads form the foundation on which the other threads are woven. The knowledge, skills, and dispositions gained from the general education liberal arts courses are the warp threads forming the foundation for the content learning of our teacher education candidates. These courses reflect the liberal arts foci on Philosophical and Theological Reasoning, Scientific and Quantitative Reasoning, Individual and Social Understanding, Cultural Awareness, and Effective Communication. The dispositional base of the four Franciscan core values is embedded in the warp threads as part of general education: *dignity of the individual, responsible stewardship, reconciliation, and peace and justice*.

The knowledge, skills, and dispositions gained from the professional education courses form the horizontal or weft threads. The learning outcomes are

- 1. to understand structures of the content areas**
- 2. to address developmental levels of learners**
- 3. to adapt instruction for diverse learners**
- 4. to vary instructional strategies**
- 5. to motivate students and create a positive classroom environment**
- 6. to communicate effectively**
- 7. to plan instruction according to curriculum goals and contexts for learning**

8. to assess student learning both formally and informally
9. to reflect on personal strengths and weaknesses and engage in professional development
10. to foster parent and community engagement
11. to develop a commitment to teaching as a moral endeavor.

The dispositional base of the four Franciscan core values are again included as one of the weft thread in the 11th program standard: *dignity of the individual, responsible stewardship, reconciliation, and peace and justice*. This repetition of values indicates the department's commitment to infusing them in all parts of the preparation process.

The tapestry loom captures the broad departmental knowledge base of *intentionality of action, developmentally appropriate practices, best practices in the content areas, modeling and mentoring, transcultural approaches to address the diversity of students, and reflective practice*. These six areas reflect the knowledge and skill base by which the teacher candidates construct their weavings.

Because a weaver works on the reverse side of the tapestry and does not see the completed design until the work is cut free from the loom, a small hand mirror is often used to catch glimpses of the right side of the work to see how it is progressing. Field experiences allow small glimpses of how theory and practice are being interlaced in the development of the beginning teacher.

Before the work is removed from the loom, the selvages, or reinforced outer edges of the tapestry, must be completed. A weaver's skill is often judged by how straight the selvages are. Metaphorically, student teaching is much like the selvages, for it serves as the culminating capstone experience that ties together the learning from general education courses, specialty studies courses, and professional education courses. Once the final selvedge is complete, the tapestry is removed from the loom. This long awaited "freeing from the loom" is the performance that verifies program completion for recommendation of licensure from Marian College.

Even though the tapestry is removed from the loom, it still is not completed. There are a number of small slits or gaps that must be sewn together by hand. Marian College graduates will continue lifelong learning to refine and embellish the tapestry they have created. The completed tapestry represents the personal approach the individual weaver brings. The product of weaving can be a beautiful tapestry; however, the intricate process involving the gift of *self* makes the product that much more beautiful.

This same metaphor and knowledge base inform all programs.

Changes in the Conceptual Framework

Since the last visit, the department has adjusted its framework to include a more current knowledge base that guides all programs. Significant changes have been made in the assessment processes, however, which will be discussed in the Standard 2 explanation.

And the programs themselves have changed, based on the standards-driven model of preparation.

The department created the Primary/Intermediate Standards for the Elementary Program (based on INTASC, the Indiana Early Childhood and Indiana Middle Childhood Developmental Standards) and the High School Program Standards (INTASC and Indiana Adolescent /Young Adult Standards), Exceptional Needs (IPSB Standards), and Middle Level Licensing Program Standards (INTASC and the Indiana Early Adolescent Generalist Standards). At the time of the last visit, the department was just beginning to redesign its programs based on these standards.

When the MAT program was developed, selected Indiana English as a New Language (ENL) standards were identified as critical to the program. These were embedded into the department's Primary/Intermediate Developmental Standards specifically for the MAT program. The department continues to work on embedding themes and concepts of English as a New Language into the undergraduate program but has not formally adjusted the standards for it because of resource issues. The department is currently exploring the development of a joint ESL program with the English Department; thus, conversations continue regarding how best to embed this content.

Learning outcomes for all programs were developed from these standards and the Franciscan core values. Candidates move through developmentally progressive levels described as Phase I, Phase II, and Phase III. Specific program competencies related to the appropriate developmental and content standards are assessed. Depending on the program, evidence collected varies because of differences in the programs.

Shared Vision

Prior to 2000, the Education Department engaged multiple constituencies to review the new Indiana developmental standards. Committees involving stakeholders from the liberal arts faculty, the education faculty, school partners and community leaders were involved in reviewing the new standards and adopting them as part of the revision of the conceptual framework for all programs. Because this work was reviewed and found acceptable by the last NCATE review team, it will not be repeated here. However, the department currently has two major advisory committees, one for the undergraduate and one for the MAT programs. Each meets at least once a year to review candidate data and solicit feedback on its programs.

With the arrival of a new president in 2001, the college engaged in strategic planning, beginning with the Remarkable Futures 2010 document. Each department, including Education, was asked to seek alignment with the new college vision outlined in this document. The college's mission of "transforming a student's mind and character" fits well with the goals of the department. As a liberal arts institution that intends to transform Marian College students' lives, the Education Department embraces the same vision: preparing teachers who can transform the lives of their students, families, and the wider community. Marian's mission envisions graduates who are knowledgeable,

ethical, critically inquisitive, spiritually mature and professional in their interactions with the world. The four Franciscan Sponsorship Values are used by the department to define critical dispositions that are assessed throughout a candidate's program. The department has embedded these values into its curriculum and assessments.

Partnering in a variety of ways enables the department to ensure common vision across programs and opportunities. While the department has not formalized its relationships with schools into PDS partnerships, the department works consistently with specific schools in a variety of ways to ensure shared vision. For example, the MAT program was developed over a year's period of time (with the support of a state Title II grant) with principals and teachers from three schools. Maintaining strong relationships with these schools has enabled the department to include teachers and principals in portfolio assessment and advisory boards. Collaborative preparation exists for the MAT program. The department has engaged in other partnership activities with local area schools, including the Archdiocese of Indianapolis. And specific schools consistently work with the secondary program to ensure a stronger collaborative approach. Finally, the department has consistently been awarded grants that focus on partnering with schools. A Title III grant for professional development of teachers in English as a Second Language has furthered partnerships with our MAT schools. A Lilly grant with the Archdiocese of Indianapolis fostered relationships with three schools in the areas of math and science, including professional development opportunities. And a small grant from a private donor enabled the TEACHER consortium to hold a brain research seminar.

The department's Teacher Education Committee (TEC) is comprised of five liberal arts faculty, five Education Department faculty, and two student representatives. The TEC is responsible for approving major changes in programs for the department. There is also a smaller adhoc committee of liberal arts faculty and subject methods faculty in the schools who meet yearly regarding the secondary program.

The department also began a new chapter of Kappa Delta Pi which now serves as the vehicle for soliciting student feedback and participation on committees.

Coherence

The 11 program standards form the basis for learning outcomes across all programs. Additionally, the Indiana content standards are embedded into each program. All courses and assessments are aligned with the appropriate developmental and content standards. Syllabi reflect these as do all assessments throughout each program. Individual course assessments as well as the three-phase assessment program include the learning outcomes based on the appropriate standards.

Figure 2: Program Standards

Program	Developmental Standards	Content Standards
Elementary Education	Primary and Intermediate Developmental Standards	IPSB Elementary Generalist Standards
Exceptional Needs-Mild Intervention	Primary and Intermediate Developmental Standards	IPSB Exceptional Needs – Mild Intervention
MAT	Primary and Intermediate Developmental Standards with appropriate English as a New Language (IPSB-ENL) standards included	IPSB Elementary Generalist Standards Selected ENL standards
Middle School Licensing Program	IPSB Early Adolescent Developmental Standards	IPSB Content Teaching Standards (English/Language Arts, Fine Arts, Foreign Language, Mathematics, Physical Education and Health, Science, Social Studies)
Catholic School Educator Program	Primary and Intermediate Developmental Standards	IPSB Elementary Generalist Content Standards
Secondary Licensing Program	High School Developmental Standards	IPSB Content Teaching Standards (English/Language Arts, Fine Arts, Foreign Language, Mathematics, Physical Education and Health, Science, Social Studies)

Professional Commitments and Dispositions

The four Franciscan Sponsorship Values are embedded in learning outcomes throughout programs, both formally and informally. A candidate’s dispositions are formally assessed in Phase I of the multiple assessment process. Candidates then self-assess as part of Phase II to revisit the assessment as part of Phase III. Secondary candidates must provide documentation from their advisors in their majors that they have appropriate dispositions to continue in the program. Cooperating teachers and practicum teachers assess dispositions of the candidates when they are in classrooms, as well as the college supervisors and/or instructors.

Candidates’ dispositions can also be monitored by faculty in their courses. Because the department averages 45-50 graduates a year, it is possible for ongoing, informal assessment of candidates. Classroom numbers are small (about 14 students per class) and candidates move together through methods courses like a cohort, enabling ongoing and more immediate feedback as part of a monitoring system. A specific process exists for faculty to document lack of professionalism regarding a candidate’s performance in a school setting.

Commitment to Diversity

While the student population of the college reflects about a 24 percent minority population, that percent is not representative of the Education Department statistics. Most of the students are white and from small Indiana towns. Their experiences are often limited and their knowledge about diverse populations limited. After the last NCATE visit, the department determined that it could do better with diverse opportunities. Thus, a new focus on diversity was born. Of all the changes made in the Education Department over the past five years, its commitment to diversity and subsequent changes as a result of that commitment can be clearly noted.

Given the changes in school populations (even in Indiana), it is imperative that beginning teachers be prepared to provide equitable educational experiences for all students. Candidates in our programs must possess the skills and dispositions necessary for meeting the individual needs of a variety of learners. Each program has made substantial changes in curriculum. And the MAT program was designed specifically to address the needs of English language learners in schools. Finally, the department was able to hire specialists in multicultural education and English as a Second Language to begin to transform the knowledge base of current faculty. Because of the availability of a Title III grant, faculty were able to engage in professional development to improve their own knowledge base and skills for teaching.

The tapestry addresses diversity in three places: 1) within the learning outcomes themselves and 2) within the knowledge base on transcultural approaches to teaching and 3) within the Franciscan sponsorship values.

Commitment to Technology

Because of the small size of the college, the commitment to technology has been uneven, given lack of resources and personnel. However, the department has been able make strides in some areas. When there has been opportunity, the department has taken it.

Some examples:

- With the Title III grant, the department purchased the PLATO Learning System for students to use to assist with basic skill development.
- The Title III grant allowed for the hiring of a research assistant to develop and manage the candidate assessment system and oversee alignment of standards with all outcomes on assessments.
- ISTE standards have been embedded as much as possible into courses.
- Faculty expectations for use of technology have increased.
- The common core EDU 120 course includes more contemporary teaching strategies, including webquest development and use of software commonly used in schools for teaching and grade management.
- The use of online surveys and student teaching evaluation forms allows more accurate data analysis of candidates' abilities to meet learning expectations.

- The re-development of the department's webpage.

Candidate Proficiencies Aligned with Professional and State Standards

Since the 2000 visit, the Education Department has completely realigned all its courses and assessments with the INTASC and Indiana developmental and content standards. The last visit was extremely successful and all programs are approved by the Indiana Professional Standards Board. Most recently, the Middle School Program and the MAT programs were approved. The MAT program required a site visit by the Higher Learning Commission, which was also quite complimentary of its development.

The tapestry metaphor allows the department to use the 11 program principles as key learning outcomes for all programs. These are based on the INTASC and the Indiana developmental standards (by program). The Indiana content standards are used as the basis for content development and assessment in all programs. (The Indiana developmental and content standards were developed from national standards from professional organizations and INTASC).

Part III: Evidence for Meeting Each Standard

Standard One: Candidate Knowledge, Skills and Dispositions

The Education Department has specified the knowledge, skills, and dispositions needed for candidates to become teachers who can transform the lives of their students. The learning outcomes are specified in the Marian College 11 Program Principles. Program Principle 1 states that the beginning teacher will have subject knowledge of the discipline and understanding of how to apply it. This principle is assessed in multiple ways to provide evidence of subject knowledge competence.

Candidates in all programs are taught with syllabi that link the learning goals of a course to the program's developmental standards and the appropriate Indiana content standards. Additionally, in each subject methods course, candidates learn to use the Indiana Academic Standards as the basis for curriculum development and assessment.

Element One: Content Knowledge for Teacher Candidates

Programs for Initial Preparation of Teachers (Undergraduate and MAT)

Candidates in initial preparation programs have an in-depth knowledge of the subject matter they plan to teach and demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

On site, the following evidence will be available: Sets of candidates' inquiry projects (both Elementary undergraduate and MAT), NCA reports from other college departments, sample work from multiple courses, representative unit and lesson plans, portfolios, summary tables of Professional Resources as listed by student teachers,

matrices showing alignment of content standards with courses required in the programs, course syllabi, college catalog. In addition, Jenny Witcher, research assistant to the MAT program and department chair, can produce other data requested of the visiting team during the onsite visit.

Course Preparation: Candidates in the elementary undergraduate program seeking initial preparation receive a solid content foundation, which prepares them in their subject matter area and provides them with the tools of inquiry and critical analysis. Content knowledge for undergraduates in the Elementary Program is developed through the college’s general education requirements (the warp threads). Candidates take philosophy, theology, world history, U.S. history, speech, sociology, English literature and composition, foreign language, political science, economics, an intercultural course, earth science, physical science, and humanities.

Candidates in the secondary high school program develop their content expertise in their major courses. Secondary education is a minor to the content major.

MAT candidates must have a 2.75 undergraduate GPA to be selected for the program and must maintain a 3.0 once selected. Preparation in the content areas is reviewed at the time of admission to the program. The breadth and courses and individual grades are reviewed to determine the suitability of the undergraduate work. Occasionally, the minimum on the overall undergraduate GPA is adjusted to allow for individual differences in a candidate’s past academic history.

Figure 1.1: Undergraduate Overall GPA Summary Chart

	2004-2005 Program Completers	2003-2004 Program Completers	2002-2003 Program Completers	2001-2002 Program Completers
Undergraduate Elementary	3.27/N=22	3.38/N=15	3.29/N=18	3.51/N=11
MAT	3.92/N=13	3.95/N=14	3.82/N=14	N/A
High School	3.56/N=10	3.20/N=8	3.33/N=13	3.19/N=13
Exceptional Needs	3.56/N=11	3.26/N=5	3.48/N=5	3.00/N=2

Figure 1.2: Undergraduate GPA in the Major

	2004-2005 Program Completers
Undergraduate Elementary	3.50/N=22
High School	3.44/N=10
Exceptional Needs	3.67/N=11

****Note:** MAT Overall GPA is the same as GPA in the major.

****Note:** Due to system changes in the Registrar’s office, we were unable to retrieve program completer GPA by major prior to the 2004-2005 school year. However, program completer files are available for review on site. All program completers met the minimum 2.5 GPA in the major required for licensing. We have added this data item to our tracking system, as indicated in the Assessment Handbook.

Standardized Assessment Evidence: All candidates must successfully complete PRAXIS I as part of the Phase I Assessment. Candidates unable to complete Phase I are not allowed to continue in the program with 300 and 400 level courses. They are advised to change majors if unable to meet minimum cut-off scores after a 2nd or 3rd try. Because no student is allowed to enter the Phase I Assessment without appropriate PRAXIS scores, the pass rate on Phase I is high. The Chair of the TEC reviews all candidate applications for minimum GPA and PRAXIS I scores before processing the application to the TEC. PRAXIS I scores for the MAT candidates are higher than those of the undergraduates.

Figure 1.3: PRAXIS I Score Averages

	2004-2005	2003-2004	2002-2003	2001-2002
Elementary Undergraduate	Reading 330.16/N=4 178.04/N=18 Writing 321.16/N=4 175.75/N=18 Math 324.66/N=4 178.20/N=18	Reading 330.16/N=5 177.17/N=21 Writing 322.41/N=5 175.38/N=21 Math 323.75/M=5 176.42/N=21	Reading 329.87/N=8 176.87/N=9 Writing 325.37/N=8 174.55/N=9 Math 327.75/N=8 179.55/N=9	Reading 332.20/N=5 175.66/N=9 Writing 326.20/N=5 173.91/N=9 Math 332.20/N=5 175.00/N=9
MAT	Reading 181.61/N=13 Writing 326.00/N=1 190.61/N=12 Math 181.76/N=13	Reading 330.50/N=2 183.41/N=12 Writing 325.50/N=2 178.66/N=12 Math 362.50/N=2 185.16/N=12	Reading 329.50/N=2 180.40/N=10 Writing 331.00/N=1 177.50/N=11 Math 332.50/N=2 182.40/N=10	N/A
High School	Reading 325.00/N=1 179.21/N=9 Writing 325.00/N=1 175.35/N=9 Math 322.00/N=1 181.10/N=9	Reading 329.00/N=2 178.33/N=6 Writing 323.00/N=2 173.66/N=6 Math 327.50/N=2 178.33/N=6	Reading 329.20/N=5 177.14/N=7 Writing 324.40/N=5 173.57/N=7 Math 325.40/N=5 181.66/N=7	Reading 328.91/N=5 180.55/N=7 Writing 320.75/N=5 175.85/N=7 Math 327.08/N=5 180.05/N=7
Exceptional Needs	Reading 331.00/N=2 178.65/N=9 Writing 322.50/N=2 177.22/N=9 Math 327.00/N=2 179.72/N=9	Reading 330.50/N=2 175.00/N=3 Writing 322.00/N=2 177.50/N=3 Math 322.00/N=2 175.25/N=3	Reading 333.00/N=1 176.50/N=4 Writing 327.00/N=1 174.50/N=4 Math 327.00/N=1 180.25/N=4	Reading 331.00/N=1 177.00/N=1 Writing 321.00/N=1 175.00/N=1 Math 331.00/N=1 179.00/N=1

Figure 1.4: PRAXIS II Subtests in all Areas of Licensing/ Aggregated 2000-2005

Test Area	Total Number of Completers	Number Passing	Percent Passing
Art	3	3	100
Biology	3	2*	67
Chemistry	0	NA	NA
Elementary Education	115	114	99
English	6	6	100
Exceptional Needs	14	14	100
French	2	2	100
Health	13	13	100
Physical Education	17	16	94
Mathematics	7	7	100
Social Studies	7	7	100
Music	1	1	100
Spanish	5 (4 tested)	4	100

- One English Language Learner from India
- Early Childhood Education (K-3) (Discontinued test area) included in Elementary Education
- The requirement for Exceptional Needs PRAXIS II tests began in Fall 2004

Figure 1.5: ETS Institutional Summary Report for Marian College

The department's most recent report from ETS (2003-2004) on students completing PRAXIS II testing in Elementary Education, MAT, and Reading (the only area for which the number of students testing exceeds 9) shows the following:

Test Category	Institutional Average	State-Wide Average	National Average
Reading and Language Arts	82%	78%	76%
Mathematics	82%	77%	74%
Science	84%	82%	81%
Social Studies	85%	78%	76%
Arts and Physical Education	76%	77%	75%
General Information about Curriculum, Instruction, and Assessment	77%	75%	74%

<i>(All program completers take the Reading Specialist exam: expects more specific content knowledge than provided in an initial preparation program)</i>	64%	62%	66%
Theoretical and Knowledge Bases of Reading			
Application of Theoretical and Knowledge Bases of Reading in Instruction	64%	65%	70%

Application of Theoretical and Knowledge Bases in Diagnosis and Assessment	59%	57%	62%
Reading Leadership	68%	70%	74%

Several years ago, the department used a similar report to analyze course content in the methods courses. These statistics reflect improved achievement by students in the MAT and EI Ed programs.

Figure 1.6: PRAXIS II Content Aggregate Scores 2001-2005

Category	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
Test	Num	Pass	% Pass	Num	Pass	%Pass	Num	Pass	%Pass	Num	Pass	%Pass	Num	Pass	%Pass
Academic Content	26	25	96	25	25	100	30	26	87	38	37	97	44	42	97
Basic Skills	31	30	97	24	24	100	25	25	100	25	24	96	37	35	95
Special Populations															
Summary Count	35	33	94	26	26	100	29	26	90	38	36	95	46	42	91

Explanation of Program and Course Level Performance Data Unless otherwise noted, the tables in the following sections contain aggregated data that shows the total number and ratio of ratings of 3 or greater for the noted categories. “N/A” responses are not included in ratio calculations. The following is our assessment program’s rating scale and definitions:

- | | |
|---------------------|------------------------------------|
| 5. Exceptional: | Consistently exceeded expectations |
| 4. Commendable: | Sometimes exceeded expectations |
| 3. Good: | Met expectations |
| 2. Uncomplimentary: | Sometimes met expectations |
| 1. Unsatisfactory: | Did not meet expectations |
| N/A: | Not Applicable |

Note: Please select one of the 6 scale options; do not select a mid-point.

Each “Indicator Statement” represents selected statements from the survey that fall under the noted category. Individual indicator statements are specified in the accompanying document; surveys will be available at the site visit.

Program and Course Level Performance Assessments In-depth knowledge of the specialty area is demonstrated through candidates’ abilities to synthesize, plan, and to teach in their subject area. For the traditional undergraduate program in the Elementary Education major, candidates are reviewed in Phase II and Phase III for content knowledge. For Elementary Education majors, key performance data are reviewed from individual courses in methodology for Phase II. For Phase II with the MAT candidates, a portfolio review is conducted, and for secondary education majors, a portfolio review is conducted as part of a general methods course. The development of the Phase II processes has been more uneven across all programs. As the department has moved toward more specific content knowledge assessments, protocols have changed. The secondary high school program has consistently used portfolios as part of the EDU 454 General Methods course and the MAT program has consistently used a comprehensive portfolio approach. However, the middle school program just began implementation in January 2004 and has no graduates under the new framework. (Previously, the department worked with the University of Indianapolis to ensure coursework for licensing). The elementary program’s protocol has changed most dramatically in that specific content rubrics from individual methods courses are reviewed by the Chair of the TEC. The exceptional needs program has just finished defining its protocol.

However, in Phase III, during student teaching, each undergraduate completes a student teaching portfolio which assesses demonstration of content knowledge in teaching. For the MAT candidates, a second portfolio is submitted.

For each of the following assessments, content knowledge is a key indicator. The following data show content knowledge as evidenced through the undergraduate student teaching portfolio, student teaching evaluations, and the MAT portfolio.

External Evaluations: Undergraduate and MAT Initial Candidates

Candidate perceived knowledge of subject matter content is demonstrated through the follow-up surveys with graduates. The Education Department surveys 1st year teachers each year as well as principals and/or department chairs of those first year teachers. The majority of respondents indicate that the graduates have been well-prepared for teaching. The following data reflects 2002-2003 graduates who completed their first year of teaching during the 2003-2004 school year.

****Note:** We mailed “School Principal Feedback: The First Year Teacher” surveys to the principals/supervisors of all 2002-2003 MAT graduates who had completed their first year of teaching. We sent follow-up e-mails asking for responses, but we received none. To ensure greater respondent rates, we have posted our assessment forms on the Marian College Department of Education web site. We have contacted 2003-2004 graduates and their principals/supervisors and have already received many submissions. This data will be available at the site visit.

****Note:** This assessment was conducted for 2001-2002 graduates; however, the assessment format was dramatically different and the data collected is not easily compared to the data in the following tables. That data will be available at the site visit.

Graduates’ Perceptions of Their Preparation in Content Knowledge

Figure 1.7: Elementary Education: N=8

Indicator Statement	2003-2004
Content	7 / 100% 1=N/A
Student Development	8 / 100%
Technology	7 / 87%

Figure 1.8: Exceptional Needs: N=3

Indicator Statement	2003-2004
Content	2 / 100% 1=N/A
Student Development	3 / 100%
Technology	3 / 100%

Figure 1.9: Middle School: N=1

Indicator Statement	2003-2004
Content	1 / 100%
Student Development	1 / 100%
Technology	1 / 100%

Figure 1.10: High School: N=4

Indicator Statement	2003-2004
Content	4 / 100%
Student Development	4 / 100%
Technology	4 / 100%

Figure 1.11: MAT

Indicator Statement	2003-2004
Content	4 / 100%
Student Development	4 / 100%
Technology	4 / 100%

External Evidence: Employers' Perceptions of Graduates' Content Knowledge

Figure 1.12: Elementary Education

Indicator Statement	2003-2004
Content	15 / 100% 1=N/A N=16
Student Development	28 / 100% 4=N/A N=32
Technology	8 / 100% N=8

Figure 1.13: Exceptional Needs

Indicator Statement	2003-2004
Content	3 / 100% 1=N/A N=4
Student Development	4 / 100% 4=N/A N=8
Technology	2 / 100% N=2

Figure 1.14: Middle School

Indicator Statement	2003-2004
Content	2 / 100% N=2
Student Development	4 / 100% N=4
Technology	1 / 100% N=1

Figure 1.15: High School

Indicator Statement	2003-2004
Content	4 / 100% N=4
Student Development	8 / 100% N=8
Technology	1 / 50% N=2

Element Three: Pedagogical Content Knowledge for Teacher Candidates

Programs for Initial Preparation: Undergraduate and MAT Candidates

Candidates in initial preparation programs have a broad knowledge of instructional strategies grounded in pedagogical and content knowledge delineated in the standards. The Marian College program principles and the Indiana content standards provide the basis for all course development. In fact, the redesign of all programs occurred after the department had produced a one-year effort with advisory boards in adapting the INTASC standards and Indiana developmental standards to the Marian College context. Each program has its own version of standards, all drawing from the same source, but adjusted as needed to reflect the developmental level and the content focus.

The following evidence in this section suggests that candidates have a thorough understanding of pedagogical content knowledge. The evidence suggests that candidates understand the interaction between subject matter and effective strategies to help students learn the content. They can present content to students in interesting and engaging ways and integrate technology as needed. The evidence in this document includes summaries of college supervisor and cooperating teacher surveys, student teaching ratings in specific categories, portfolio review scores, first year teaching pass rates.

Evidence that will be available on site will be sample lesson plans and evaluations from faculty in all methods courses, student self-evaluations, complete sets of student portfolios (to show the range of performance) for the past three years, summary technology-use-in-courses charts, summary charts of technology use by student teachers, sample webquests from the technology course, copies of syllabi. In addition, Jenny Witcher, research assistant to the MAT program and to the department chair, can produce other data requested of the visiting team during the onsite visit.

Figure 1.16: External Evidence: Cooperating Teacher Surveys.

Indicator Statement	2004-2005	2003-2004
The college supervisor's role in providing coaching to the student was...	22 / 95% N=23	25 / 100% N=25
The college supervisor's response to my concerns and issues was...	22 / 95% N=23	24 / 100% 1=N/A N=25
The college supervisor's communication abilities with me were...	23 / 100% N=23	25 / 100% N=25
Would you be willing to work with this college supervisor again ? (yes/no)	22 / 95% N=23	24 / 96% N=25
Student teacher Preparation (pass/fail)	96 / 83% N=115	110 / 88% N=125
Student teacher dispositions (pass/fail)	104 / 90% N=115	123 / 98% N=125

****Note:** The scale in this survey has been 3-point (3=strong, 2=adequate, 1=weak); data in this table for the first three indicator statements indicates the number and ratio of adequate/strong responses. In keeping with our alignment efforts, the Cooperating Teacher Survey was changed to the 5-point scale for future use.

Figure 1.17: External Evidence: Marian College Pass Rates for First Year Teaching

Year	Number Teaching	Pass Rate
2003-2004	48	100%
2002-2003	42	100%
2001-2002	27	100%

Student Teaching Ratings

The following tables contain aggregated data taken from the “Student Teacher Final Evaluation” survey. This survey is completed by each teacher candidate’s college supervisor and cooperating teacher; data from each of these sets is provided for comparison. Each “Indicator Statement” represents selected statements from the survey that fall under the noted category. An exhibit file will be available showing the exact indicator statements for each of the categories listed in the tables.

****Note:** Prior to spring 2004, the Student Teacher Final Evaluation used a 3-point scale. The evaluations content was dramatically revised in fall 2004. Therefore, data collected prior to fall 2004 is not aligned with data collected from that semester onward. Data collected as early as fall 1999 will be available during the site visit.

****Note:** MAT interns complete Phase III student teaching in spring semesters only.

Figure 1.18: Elementary

Indicator Statements: Diversity	Spring 2005	Fall 2004
College Supervisor	120 / 100% 6=N/A N=126	106 / 89% 7=N/A N=126
Cooperating Teacher	169 / 98% 10=N/A N=182	105 / 84% 2=N/A N=126
Indicator Statements: Technology		
College Supervisor	18 / 100% N=18	15 / 100% 3=N/A N=18
Cooperating Teacher	24 / 100% 2=N/A N=26	17 / 94% N=18
Indicator Statements: Exceptional Needs		
College Supervisor	16 / 100% 2=N/A N=18	15 / 93% 2=N/A N=18
Cooperating Teacher	23 / 100% 3=N/A N=26	13 / 86% 3=N/A N=18

Figure 1.19: Exceptional Needs

Indicator Statements: Diversity	Spring 2005	Fall 2004
College Supervisor	15 / 100% 6=N/A N=21	29 / 93% 14=N/A N=45
Cooperating Teacher	27 / 100% 1=N/A N=28	N/A
Indicator Statements: Technology		
College Supervisor	N/A	N/A
Cooperating Teacher	2 / 100% 2=N/A N=4	N/A

**Figure 1.20: Middle School
(Exceptional Needs and Technology assessed in a separate classroom placement)**

Indicator Statements: Diversity	Spring 2005	Fall 2004
College Supervisor	11 / 100% N=11	22 / 100% N=22
Cooperating Teacher	11 / 100% N=11	11 / 100% N=11

Figure 1.21: High School

Indicator Statements: Diversity	Spring 2005	Fall 2004
College Supervisor	26 / 100% N=26	141 / 100% 2=N/A N=143
Cooperating Teacher	39 / 100% N=39	137 / 99% 5=N/A N=143
Indicator Statements: Technology		
College Supervisor	6 / 100% N=6	29 / 100% 4=N/A N=33
Cooperating Teacher	9 / 100% N=9	28 / 96% 4=NA N=33
Indicator Statements: Exceptional Needs		
College Supervisor	8 / 100% N=8	37 / 100% 7=N/A N=44
Cooperating Teacher	10 / 100% 2=N/A N=12	39 / 100% 5=N/A N=44

Figure 1.22: MAT

Indicator Statements: Diversity		Spring 2005
College Supervisor		207 / 98% 29=N/A N=240
Cooperating Teacher		221 / 100% 19=N/A N=240
Indicator Statements: Technology		
College Supervisor		23 / 95% N=24
Cooperating Teacher		24 / 100% N=24
Indicator Statements: Exceptional Needs		
College Supervisor		18 / 94% 5=N/A N=24
Cooperating Teacher		22 / 100% 2=N/A N=24

Element Four: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Programs for Initial Preparation of Teachers (Undergraduate and MAT)

Professional and Pedagogical knowledge and skills for initial candidates are developed through a specific professional education core for each program, methods courses specific to the major or minor, course-based practicums, and student teaching. Through these courses and field experiences, candidates develop the abilities to plan, deliver, and assess students' learning. Because the Education Department places high value on reflective practice (as reflected in the knowledge base), students must reflect regularly on their experiences. To ensure that reflections move beyond a diary mode, the department created a reflective writing protocol that is used in field practicums, unless a particular format related to the content of the course takes precedence.

Evidence on site will include work samples from methods courses, case studies, samples of journals from courses, student files with evaluative documents. As stated previously, the department has also completed an assessment handbook (on-line) which includes explanations and copies of all evaluative forms.

Early field practicum evaluations are reviewed as part of the Phase I assessment process. The following chart suggests the focus for the early core courses:

Figure 1.23: Early Field Practicums/Elementary Undergraduate

Elementary Education, Exceptional Needs, and MAT			
Course	Description	Focus	Field Component?
EDU 174/513	Observation and Description of the Young Child	Candidates learn descriptive review processes of observation; field work is in a preschool	Yes
EDU 510	Child Development	MAT candidates gain foundational information on child development	Yes
EDU 175/515/516	Introduction to Schools and Society/Principles and Problems of Early Childhood and Middle Childhood Education/Family, Child, and Teacher Interaction in Diverse and Inclusive Settings	These courses address foundational issues related to diversity of learners, equity issues, cultural and language differences, and historical underpinnings; field work is in diverse school settings	Yes
EDU 230/523	The Inclusive Classroom/Exceptional Needs	Candidates learn the foundations of inclusion as well as strategies for instruction	Yes

Figure 1.24: Early Field Practicums/Secondary

Secondary Program			
Course	Description	Focus	Field Component?
EDU 163	Middle School Field Experience	Candidates are introduced to middle school philosophy and participate in middle school classrooms	Yes
EDU 164	Diversity in the High School	Candidates study diversity issues, including equity, and participate in 1-2 diverse high school settings	Yes

Courses in all programs are aligned with the appropriate standards delineating professional and pedagogical competence. Students must complete these courses with a minimum of a C to remain in good standing within the department. Candidates are rated by teachers in the field placements. This review is part of a larger review process that intentionally addresses candidates' abilities to interact positively with school professionals, take initiative while in classrooms, have a positive attitude toward learning from the field experiences, to appreciate the diversity in classrooms, and to assess their understanding of the four Franciscan values (the dispositional core). The interview and portfolio processes of Phase I are designed to assess these items.

As candidates develop and continue into methods courses, they are assessed on their abilities to model appropriate professionalism and dispositions related to becoming a teacher. All content specific methods courses in all programs also have a field component embedded so that faculty can observe candidates interacting with students in

the classroom. Some courses meet at the school site, while others divide time between the campus site and the school site. Faculty have developed ongoing, strong relationships with specific schools and teachers, thereby enhancing a common vision for preparation. Before moving into the capstone experiences, candidates are assessed in Phase II for their abilities to apply their knowledge of development, cultural diversity, exceptionalities, and language acquisition (emphasized most in the MAT program) in planning and teaching. As indicated earlier, their abilities are assessed in this assessment in different modes, depending on the program. Undergraduate elementary majors are assessed with performance tasks, MAT candidates by a portfolio, and undergraduate secondary candidates by a portfolio.

For the last program assessment, candidates participate in capstone experiences in their content majors. Elementary Education majors take a research course in which they learn how to conduct a primary inquiry project in their student teaching classroom. Secondary majors complete a seminar in their major department. MAT candidates conduct a primary inquiry project at their assigned schools in their first placement (they have two placements during the academic year). All candidates must achieve at least a C for the project to graduate or complete a program. All candidates complete student teaching and a work sample portfolio as part this capstone experience.

Phase III Student Teacher/Capstone Portfolio Ratings. This portfolio receives two readings and is scored independently by a combination of classroom teachers and faculty.

****Note:** Because the MAT portfolio is a more work-intensive project than its undergraduate counterpart, the rubric used in its evaluation is more detailed and specifically aligned with the program standards (the undergraduate evaluation is based on the program standards but does not use its language). The MAT and undergraduate portfolio evaluations are, therefore, not directly comparable.

Figure 1.25: MAT Portfolio Review

Indicator Statements	Cohort 3 N=24	Cohort 2 N=28	Cohort 1 N=22
The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of the subject matter meaningful for students	24 / 100%	28 / 100%	22 / 100%
Teacher understands how children develop and can make appropriate choices based on developmental principles	23 / 95%	23 / 82%	22 / 100%
The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners	24 / 100%	27 / 96%	22 / 100%
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills	23 / 95%	27 / 96%	22 / 100%
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation	23 / 95%	27 / 96%	21 / 95%
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	24 / 100%	25 / 89%	22 / 100%

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals	23 / 95%	28 / 100%	22 / 100%
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner	23 / 95%	26 / 92%	22 / 100%
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally	23 / 95%	26 / 92%	22 / 100%
The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being	23 / 95%	28 / 100%	21 / 95%
The teacher understands that teaching is a moral commitment to others, reflecting values and theoretical stances that influence the way s/he teaches	24 / 100%	28 / 100%	22 / 100%

Figure 1.26: Undergraduate: Elementary Education

Indicator Statements	Spring 2005	Fall 2004	Spring 2004
Content	107 / 99% 2=N/A N=110	73 / 91% N=80	124 / 99% N=125
Pedagogy	206 / 94% 2=N/A N=220	123 / 77% 1=N/A N=160	229 / 91% N=250
Dispositional	21 / 95% N=22	10 / 66% 1=N/A N=16	24 / 96% N=25

Figure 1.27: Undergraduate: High School

Indicator Statements	Spring 2005	Fall 2004	Spring 2004
Content	10 / 100% N=10	73 / 82% 2=N/A N=90	60 / 100% N=60
Pedagogy	20 / 100% N=20	160 / 89% 1=N/A N=180	114 / 95% N=120
Dispositional	2 / 100% N=2	18 / 100% N=18	12 / 100% N=12

Figure 1.28: Undergraduate: Exceptional Needs

Indicator Statements	Spring 2005	Fall 2004	Spring 2004
Content	48 / 100% N=50	47 / 85% N=55	29 / 96% N=30
Pedagogy	96 / 96% 1=N/A N=100	81 / 75% 2=N/A N=110	52 / 86% N=60
Dispositional	10 / 100% N=10	9 / 90% 1=N/A N=11	5 / 83% N=6

Figure 1.29: Undergraduate: Middle School

Indicator Statement	Spring 2005	Fall 2004	Spring 2004
Content	10 / 100% N=10	81 / 82% 2=N/A N=100	60 / 100% N=60
Pedagogy	20 / 100% N=20	175 / 87% 1=N/A N=200	118 / 98% N=120
Dispositional	2 / 100% N=2	20 / 100% N=20	12 / 100% N=12

Graduates' Perceptions of Their Preparation in Pedagogical Knowledge

Figure 1.30: Elementary Education

Indicator Statements	2003-2004
Assessment	8 / 100% N=8
Management	15 / 93% N=16
Instructional Engagement	8 / 100% N=8
Collegiality	8 / 100% N=8

Figure 1.31: Exceptional Needs

Indicator Statements	2003-2004
Assessment	3 / 100% N=3
Management	6 / 100% N=6
Instructional Engagement	3 / 100% N=3
Collegiality	3 / 100% N=3

Figure 1.32: Middle School

Indicator Statements	2003-2004
Assessment	1 / 100% N=1
Management	2 / 100% N=2
Instructional Engagement	1 / 100% N=1
Collegiality	1 / 100% N=1

Figure 1.33: High School

Indicator Statements	2003-2004
Assessment	4 / 100% N=4
Management	8 / 100% N=8
Instructional Engagement	4 / 100% N=4
Collegiality	4 / 100% N=4

Figure 1.34: MAT

Indicator Statements	2003-2004
Assessment	4 / 100% N=4
Management	8 / 100% N=8
Instructional Engagement	4 / 100% N=4
Collegiality	4 / 100% N=4

External Evidence: Employers' Perceptions of Graduates' Pedagogical Knowledge

Figure 1.35: Elementary Education

Indicator Statements	2003-2004
Pedagogy	69 / 95% N=72
Assessment	7 / 100% 1=N/A N=8
Management	39 / 100% 1=N/A N=40
Instructional Engagement	8 / 100% N=8
Collegiality	100 / 100% 4=N/A N=104

Figure 1.36: Exceptional Needs

Indicator Statements: Pedagogy	2003-2004
Pedagogy	18 / 100% N=18
Assessment	1 / 100% 1=N/A N=2
Management	9 / 100% 1=N/A N=10
Instructional Engagement	2 / 100% N=2

Collegiality	22 / 100% 4=N/A N=26
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Figure 1.37: Middle School

Indicator Statements	2003-2004
Pedagogy	9 / 100% N=9
Assessment	1 / 100% N=1
Management	5 / 100% N=5
Instructional Engagement	1 / 100% N=1
Collegiality	13 / 100% N=13

Figure 1.38: High School

Indicator Statements	2003-2004
Pedagogy	18 / 100% N=18
Assessment	2 / 100% N=2
Management	10 / 100% N=10
Instructional Engagement	2 / 100% N=2
Collegiality	26 / 100% N=26

Element Six: Dispositions for All Candidates

Programs for Initial Preparation of Teachers (Undergraduate and MAT)

The dispositions for initial candidates come from multiple sources: the INTASC standards, the Indiana Content Teaching Standards, the Indiana Developmental Standards, and the Marian College four core Franciscan values of dignity of the individual, peace and justice, reconciliation, and responsible stewardship. They are embedded into the Education Department's program principles, especially Program Principle 11.

The expectations of the department are reviewed with undergraduate candidates in several ways: the first advising meeting of the year, as part of EDU 175 and EDU 163/164, and as part of student teaching seminars. MAT candidates are introduced to the expectations during information sessions and interviews with the Director of the Program. Faculty have an opportunity to complete forms regarding their concerns with students. Students are given copies of the forms and they are filed in the students' program file. Serious dispositional problems are taken to the TEC for review. The small size of the program enables faculty to speak often regarding students in the program, to

heighten awareness of potential problems. Most dispositional issues are raised as part of Phase I Assessment.

Assessment of Dispositions: Candidates are assessed on Program Principle 11 throughout their program of study. In Phase I, the interview and portfolio processes address the Franciscan values and diversity issues. MAT candidates are evaluated for entry into the program in large part based on dispositional assessment. In Phase II, undergraduate candidates complete a self-assessment and provide evidence in a portfolio. In Phase III, the student teaching evaluation form asks for assessment of dispositions throughout the document. For the undergraduate elementary and MAT candidates, there is also the inquiry project which provides indirect evidence of their abilities to work collaboratively with parents, teachers, and students in school settings, applying inquiry to real-world problems within the classroom (whether those be curricular, instructional, managerial, or behavioral).

Evidence on site will include portfolio reflections, samples of journal reflections from courses, student program folders with sample reviews, self-assessment samples, forms used by teachers and supervisors in the field.

Figure 1.39: MAT Ratings of *High or Very High* for Entrance into the Program

Indicator	2005-2006	2004-2005	2003-2004	2002-2003
Empathy for children	21 / 100% 3=N/A N=24	28 / 100% 3=N/A N=31	28 / 100% 1=N/A N=29	32 / 100% N=32
Essay	21 / 100% 3=N/A N=24		15 / 93% 1=N/A N=17	16 / 100% N=16

Selected Items from the Undergraduate Student Teaching Evaluation

Figure 1.40: Elementary Education

Indicator Statement: Dispositions	College Supervisor Spring 2005 N=10	Cooperating Teacher Spring 2005 N=13	College Supervisor Fall 2004 N=9	Cooperating Teacher Fall 2004 N=9
Understands and demonstrates sensitivity to various family structures, cultures, and gender differences	10 / 100%	12 / 100% 1=N/A	9 / 100%	9 / 100%
Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning	10 / 100%	13 / 100%	8 / 88%	7 / 77%
Demonstrates enthusiasm for the curriculum and engages children in active learning experiences	10 / 100%	13 / 100%	8 / 88%	7 / 77%
Responds effectively to common changes and life events that children might encounter	10 / 100%	12 / 100% 1=N/A	9 / 100%	9 / 100%
Responds with flexibility to unexpected changes in scheduling and adjust plans accordingly	10 / 100%	13 / 100%	9 / 100%	9 / 100%

Models self-control and positive social interaction and is proactive in promoting the same in the learning environment	10 / 100%	13 / 100%	8 / 88%	8 / 88%
Listens carefully and attentively to students', parents', and colleagues' ideas, valuing an openness to discussion and a respect for differences	10 / 100%	13 / 100%	9 / 100%	7 / 77%
Utilizes self-assessment as a basis for professional growth	10 / 100%	12 / 100% 1=N/A	6 / 66%	7 / 87% 1=N/A
Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning	10 / 100%	12 / 92%	6 / 66%	7 / 87% 1=N/A
Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning	10 / 100%	13 / 100%	7 / 87% 1=N/A	8 / 88%
Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback	10 / 100%	13 / 100%	8 / 88%	7 / 77%
Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values	10 / 100%	13 / 100%	9 / 100%	9 / 100%

Figure 1.41: Exceptional Needs

Indicator Statement: Dispositions	College Supervisor Spring 2005 N=6	Cooperating Teacher Spring 2005 N=5	College Supervisor Fall 2004 N=5	Cooperating Teacher Fall 2004 N=0
Understands and demonstrates sensitivity to various family structures, cultures, and gender differences	3 / 100% 3=N/A	5 / 100%	1 / 100% 4=N/A	N/A
Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning	6 / 100%	5 / 100%	4 / 80%	N/A
Demonstrates enthusiasm for the curriculum and engages children in active learning experiences	6 / 100%	5 / 100%	5 / 100%	N/A
Responds effectively to common changes and life events that children might encounter	3 / 100% 3=N/A	5 / 100%	3 / 100% 2=N/A	N/A
Responds with flexibility to unexpected changes in scheduling and adjusts plans accordingly	5 / 100% 1=N/A	5 / 100%	4 / 100% 1=N/A	N/A
Models self-control and positive social interaction and is proactive in promoting the same in the learning environment	6 / 100%	5 / 100%	4 / 80%	N/A

Listens carefully and attentively to students', parents' and colleagues' ideas, valuing an openness to discussion and a respect for differences	1 / 100% 5=N/A	5 / 100%	1 / 100% 4=N/A	N/A
Utilizes self-assessment as a basis for professional growth	5 / 100% 1=N/A	2 / 100% 3=N/A	3 / 75% 1=N/A	N/A
Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning	6 / 100%	5 / 100%	3 / 100% 2=N/A	N/A
Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback	5 / 100% 1=N/A	5 / 100%	4 / 80%	N/A
Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values	6 / 100%	5 / 100%	5 / 100%	N/A

Figure 1.42: Middle School

Indicator Statement: Dispositions	College Supervisor Spring 2005 N=1	Cooperating Teacher Spring 2005 N=1	College Supervisor Fall 2004 N=2	Cooperating Teacher Fall 2004 N=1
Is positive, enthusiastic, and committed to students in this developmental period	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Respects and appreciates the range of individual developmental differences	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Is attentive to indications of challenges or difficulties that may affect healthy development	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Takes responsibility for establishing a caring environment that supports the healthy development of young adolescents	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Values a classroom environment which promotes the understanding that all students can learn	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Is enthusiastic about being a positive role model, coach, and mentor for young adolescents	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Realizes the need for being knowledgeable and current in the curriculum areas being taught and assessed	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Values both long- and short-term planning as an individual and as a member of a team	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Respects students and their families and realizes the importance of privacy and confidentiality of information	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of students	1 / 100%	1 / 100%	2 / 100%	1 / 100%

Values the importance of communicating the needs and accomplishments of the student with the families	1 / 100%	N/A	2 / 100%	1 / 100%
Respects the privacy of students and confidentiality of information	1 / 100%	1 / 100%	2 / 100%	1 / 100%
Believes that professional responsibilities extend beyond the classroom	1 / 100%	1 / 100%	2 / 100%	1 / 100%

Figure 1.43: High School

Indicator Statement: Dispositions	College Supervisor Spring 2005 N=2	Cooperating Teacher Spring 2005 N=3	College Supervisor Fall 2004 N=11	Cooperating Teacher Fall 2004
Demonstrates she/he has high expectations for all students she/he teaches	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Is able to create a safe, positive classroom	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Encourages student interaction that fosters respect for self and others	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Respects students' views and ideas, valuing openness to critical discussion of important topics	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Helps students understand others' views	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Ensures that ALL students are well-served in her/his class	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Helps students learn peaceful conflict resolution	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Values the professionalism of other service providers and seeks opportunities to help all students	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Recognizes and accepts differences in students, classes, schools and neighborhoods	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Values the life experiences students bring to class	2 / 100%	3 / 100%	11 / 100%	10 / 100% 1=N/A
Demonstrates commitment to self-improvement	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Respects colleagues' views and ideas	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Serves as model who values learning	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Respects all families	2 / 100%	3 / 100%	11 / 100%	11 / 100%
Uses the Franciscan values as the basis for decision-making and problem-solving	2 / 100%	3 / 100%	11 / 100%	11 / 100%

Figure 1.44: MAT

Indicator Statement: Dispositions	College Supervisor Spring 2005 N=12	Cooperating Teacher Spring 2005 N=12
Understands and demonstrates sensitivity to various family structures, cultures, and gender differences	12 / 100%	12 / 100%
Exhibits an enthusiasm for learning in general that sparks curiosity and a love of learning	10 / 83%	12 / 100%
Demonstrates enthusiasm for the curriculum and engages children in active learning experiences	12 / 100%	12 / 100%

Responds effectively to common changes and life events that children might encounter	12 / 100%	12 / 100%
Responds with flexibility to unexpected changes in scheduling and adjust plans accordingly	12 / 100%	12 / 100%
Models self-control and positive social interaction and is proactive in promoting the same in the learning environment	12 / 100%	12 / 100%
Listens carefully and attentively to students', parents', and colleagues' ideas, valuing an openness to discussion and a respect for differences	12 / 100%	12 / 100%
Utilizes self-assessment as a basis for professional growth	12 / 100%	12 / 100%
Is reflective about her/his classroom practice and continually assesses and evaluates the effects of her/his instructional choices in view of her/his understanding about learning theory and personal beliefs about teaching and learning	12 / 100%	12 / 100%
Shares ideas and experiences with colleagues and pursues ongoing professional development opportunities that will impact student learning	12 / 100%	12 / 100%
Exhibits professional, ethical behavior (respects students and adults, demonstrates commitment, maintains confidentiality, etc.) and responds appropriately to constructive feedback	12 / 100%	12 / 100%
Develops a philosophical stance toward teaching that reflects a moral commitment to children, including the use of the Franciscan values	12 / 100%	12 / 100%

Element Seven: Student Learning for Teacher Candidates

Candidates progress through a series of increasingly demanding activities related to making a difference in the learning of K-12 students in individual methods courses. However, candidates in all programs must demonstrate their ability to analyze student work as part of the student teaching/capstone experience. Undergraduate elementary majors and MAT candidates conduct primary inquiry projects on the effects of their interventions in teaching. Evidence that will be available on site includes copies of all the inquiry projects and student teaching portfolios for undergraduates

Student Teaching Portfolio: Assessment of Student Work

Figure 1.45: Elementary Education

Indicator Statements: Student Learning	Spring 2005 N=22	Fall 2004 N=16	Spring 2004 N=25
Assessments align with goals	20 / 95% 1=N/A	11 / 73% 1=N/A	23 / 92%
Rubric development focuses on quality of product	20 / 90%	10 / 62%	23 / 92%
Evaluation of student work reflects consistency in using criteria	21 / 95%	16 / 100%	22 / 88%
Analysis of student learning reflects a focus on content and developmental analysis	22 / 100%	13 / 81%	25 / 100%

Figure 1.46: Exceptional Needs

Indicator Statements: Student Learning	Spring 2005 N=10	Fall 2004 N=11	Spring 2004 N=6
Assessments align with goals	9 / 100% 1=N/A	7 / 70% 1=N/A	6 / 100%
Rubric development focuses on quality of product	9 / 90%	6 / 54%	4 / 66%
Evaluation of student work reflects consistency in using criteria	10 / 100%	10 / 90%	5 / 83%
Analysis of student learning reflects a focus on content and developmental analysis	10 / 100%	7 / 63%	6 / 100%

Figure 1.47: Middle School

Indicator Statements: Student Learning	Spring 2005 N=2	Fall 2004 N=20	Spring 2004 N=12
Assessments align with goals	2 / 100%	17 / 85%	12 / 100%
Rubric development focuses on quality of product	2 / 100%	18 / 90%	12 / 100%
Evaluation of student work reflects consistency in using criteria	2 / 100%	19 / 95%	12 / 100%
Analysis of student learning reflects a focus on content and developmental analysis	2 / 100%	15 / 78% 1=N/A	12 / 100%

Figure 1.48: High School

Indicator Statements: Student Learning	Spring 2005 N=2	Fall 2004 N=18	Spring 2004 N=12
Assessments align with goals	2 / 100%	15 / 83%	11 / 91%
Rubric development focuses on quality of product	2 / 100%	16 / 88%	12 / 100%
Evaluation of student work reflects consistency in using criteria	2 / 100%	17 / 94%	12 / 100%
Analysis of student learning reflects a focus on content and developmental analysis	2 / 100%	13 / 76% 1=N/A	12 / 100%

Figure 1.49: MAT Final Evaluation for Interns

Indicator Statements: Student Learning	College Supervisor Spring 2005 N=12	Cooperating Teacher Spring 2005 N=12
Knows how to gather data and assess situations, making needed modifications	12 / 100%	12 / 100%
Formulates adaptations for a full spectrum of needs in an inclusive classroom	11 / 91%	11 / 100% 1=N/A
Uses multiple assessments to support the development of each child, focusing on the growth of children over time	12 / 100%	12 / 100%
Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques (observation, portfolios, videotape, teacher-made tests, performance tasks, inventories, projects, student self- and peer-assessments, and standardized testing)	12 / 100%	12 / 100%
Understands and values cultural differences in assessment practices	9 / 100% 3=N/A	11 / 100% 1=N/A

First Year Survey Data

****Note:** First Year Survey data is being gathered for 2003-2004 graduates who completed their first year of teaching in 2004-2005. This information will be available for the site visit. The following data reflects 2002-2003 graduates who completed their first year of teaching during the 2003-2004 school year.

External Evidence: Graduate Surveys

Figure 1.50: Elementary Education

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	8 / 100% N=8
Maintaining documentation that reflects student progress	8 / 100% N=8

Figure 1.51: Exceptional Needs

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	3 / 100% N=3
Maintaining documentation that reflects student progress	3 / 100% N=3

Figure 1.52: Middle School

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	1 / 100% N=1
Maintaining documentation that reflects student progress	1 / 100% N=1

Figure 1.53: High School

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	4 / 100% N=4
Maintaining documentation that reflects student progress	4 / 100% N=4

Figure 1.54: MAT

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	4 / 100% N=4
Maintaining documentation that reflects student progress	4 / 100% N=4

External Evidence: Employer Surveys

Figure 1.55: Elementary Education

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	8 / 100% N=8
Maintaining documentation that reflects student progress	8 / 100% N=8

Figure 1.56: Exceptional Needs

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	2 / 100% N=2
Maintaining documentation that reflects student progress	2 / 100% N=2

Figure 1.57: Middle School

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	1 / 100% N=1
Maintaining documentation that reflects student progress	1 / 100% N=1

Figure 1.58: High School

Indicator Statements: Student Learning	2003-2004
Maintaining accurate records	2 / 100% N=2
Maintaining documentation that reflects student progress	2 / 100% N=2

Standard Two: Assessment System and Unit Evaluation

The Education Department has a comprehensive assessment system that collects and analyzes data on candidates' performance and the unit's performance. The department uses this information to evaluate itself, improve the unit, and determine short-term and long-term goals.

This system was initially approved by the TEC more than five years ago but has undergone revision since that time. Advisory boards representing the various developmental levels met intensively (before the last NCATE site review) to identify the standards for each program. These advisory boards represented a cross-section of all constituencies. This process was reviewed during the last NCATE review. Since that time, the TEC has approved changes in the system and advisory boards have been kept informed and solicited for feedback.

System to ensure continued involvement

The system of advisory councils has been in effect for at least 10 years, having always provided the department with the opportunity to solicit information and opinion from stakeholders. The recent move to one undergraduate and one graduate advising board provides the department the opportunity to share and solicit information in more coherent and systematic ways. The department has always had students involved in formal and informal ways. Student reps survey and solicit student feedback as needed. Additionally, faculty members continue to pull together ad hoc groups to study questions and recommend ideas. For example, the Director for Special Education Programs has pulled together teachers and administrators in the special education field to help develop assessment processes for candidates in the special education program. These recommendations then go to the TEC for approval. The college recently reorganized its governance system: now a faculty assembly approves all curricular changes in departments.

Element One: The Assessment System

The Unit Assessment System

The UAS (Unit Assessment System) has been updated several times since the last NCATE visit. The system collects and analyses data on candidate knowledge, skills and dispositions and was developed with input from departmental advisory groups over the past 8 years. A plan is in place to collect data to ensure that performance assessments are being implemented in a consistent and fair way. The system provides data to the faculty and TEC on candidate performance in ways that allow the unit to generate databases of information on candidates and programs. The system allows the unit to aggregate and disaggregate information as needed to evaluate effectiveness. The Education Department faculty functions as the Unit Assessment Governance Committee. All issues related to the development and monitoring of the system come to the faculty first. Then they are sent to the TEC for approval, if they involve substantial changes in protocol.

Figure 2.1: Flow Chart of the UAS

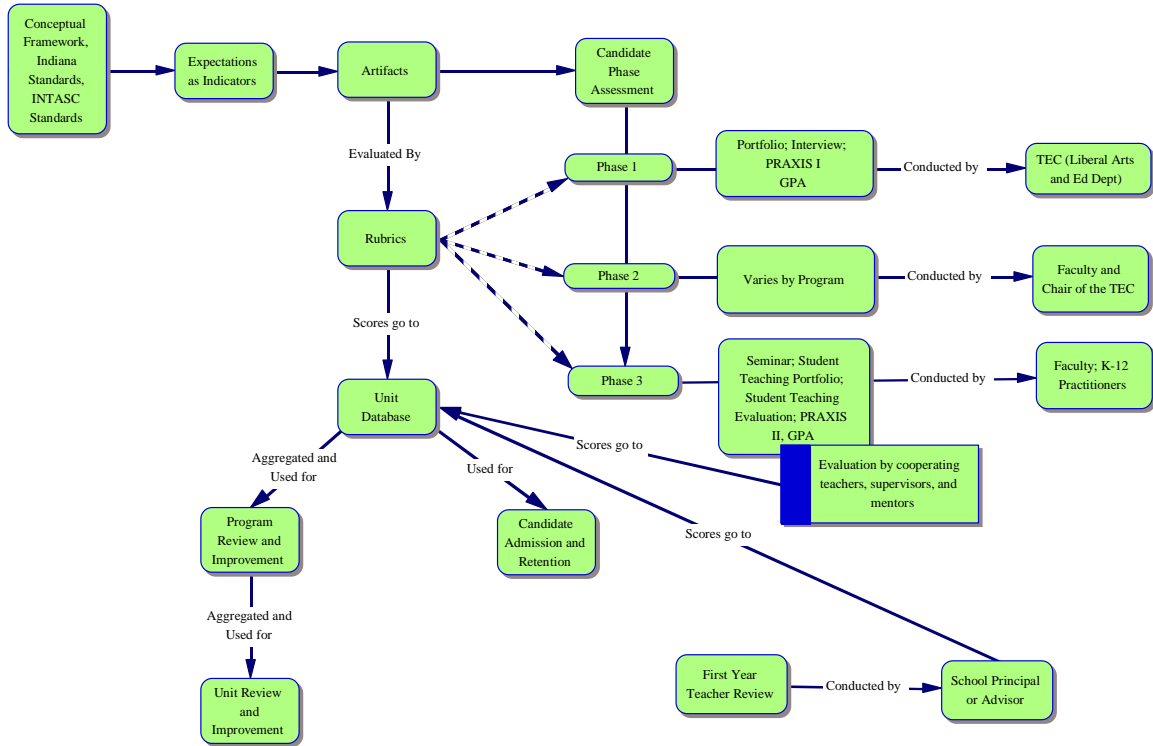


Figure 2.1 represents the design of the UAS – the flow of data. The upper left hand corner indicates the standards base for all program curriculum and assessments. The Candidate Phase Assessment System provides the framework for ongoing evaluation throughout a candidate’s preparation. Each of the phases has specific indicators related to the expectations for students at a given point in the candidate’s preparation process. Specific artifacts are required for each. These artifacts are examined in a variety of ways with scoring guides. Phase 1 review is handled by the Teacher Education Committee, comprised of liberal arts faculty and education faculty. Phase 2 review is handled by faculty. Phase 3 review is handled primarily by faculty but the student teaching portfolio reviews are handled by a combination of Education Department faculty and practicing teachers and administrators. The MAT portfolio reviews are handled by a combination of Education Department faculty and practicing teachers and administrators in the field.

Thus, data are fed into the database system from the individual candidate assessments and from graduate and employer surveys.

The faculty and advisory boards routinely review student data once a year. The research assistant puts together a student data report that reflects data by program and in comparison to each other. Over the past two years, the department has revised scales in order to align quality indicators for consistency in rating. However, the department also solicits qualitative, narrative information from candidates throughout their programs. All candidates complete program completion forms which provide the department additional

information regarding self-perceptions of readiness to teach and satisfaction with their program.

Figure 2.2: System Responsibilities

<i>System Part</i>	<i>Person Responsible</i>
<i>Phase 1 process</i>	<i>Chair of the TEC; Director of MAT</i>
<i>Phase 2 process</i>	<i>Instructors in EDU 347 and EDU 454; Chair of TEC; Director of MAT</i>
<i>Phase 3 process</i>	<i>Chair of TEC; Licensing Advisor, Director of MAT</i>
<i>Managing student data base</i>	<i>Dept Chair, Chair of TEC; and department research assistant</i>
<i>Yearly summary on each program</i>	<i>Directors of the Elementary Program, Secondary Program, and MAT</i>
<i>Title II report</i>	<i>Dept Chair</i>
<i>Management of the entire assessment program</i>	<i>Dept Chair and Chair of TEC</i>

As head of a small unit, the department chair carries much responsibility to ensure that all parts of the system continue development and that data be recorded and analyzed in multiple ways. With only eight full time faculty (currently down one member), individuals carry multiple assignments within the department.

Figure 2.3: Committee/Advisory Board Roles

Board	Roles	Membership	Meeting Times
Undergraduate Advisory Board (UAB)	Monitors annual data report; provides feedback to the department on student outcomes	Department faculty representing all developmental levels; graduates; local area administrators; teachers from partnering schools; community folk	Once in the fall (unless needed for specific needs in the spring)
MAT Advisory Board	Monitors selection process; monitors annual data report; provides feedback to the department on student outcomes	Teachers and administrators from the college and the department; community folk; faculty from other higher ed institutions; K-12 practitioner and ESL folk	Twice (spring and fall), although moving to once a year in the fall

Teacher Education Committee (TEC)	Approves policies for the department; selects candidates for the undergraduate program; receives and determines appeals outcomes	Department faculty and liberal arts faculty (elected)	Meets 3-4 times a semester to select candidates and review policy changes
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Assessment of the Conceptual Framework and Professional and State Standards

The knowledge, skills, and dispositions that form the framework are derived from the conceptual framework and state and professional standards (as represented by the IPSB Content Teaching Standards). All programs are aligned with appropriate standards and the candidate assessments are aligned at the benchmarks. Candidate performance data are key to assessing effectiveness of the program.

The conceptual framework has been revised over the past two years to reflect better the knowledge base for programs (already addressed in the beginning of this IR). Matrices have been developed to reflect the alignment of standards with programs and assessments.

Comprehensive and Integrated Set of Evaluation Measures

The unit has continually revised its collection of data and how it uses information. While the unit has made major progress in the collection of candidate information, it is still defining a protocol whereby individual programs review information to drive decisions regarding improvement. This past academic year (2004-2005) for example, faculty produced program reports for the first time. These included some data (determined by the faculty at an earlier fall retreat); however, the transition to producing reports by program is occurring more slowly than intended. All data by program has been collected and reviewed by the full faculty – an overload of information. Beginning in the 2005-2006 year, individual program reports will be produced by faculty in the programs. These faculty will then bring the data to full faculty discussion with recommendations for program changes. Given the lack of release time for data analysis and the full-time teaching loads of all faculty, this process has not moved as quickly as hoped.

Figure 2.4: Integrated Sets of Evaluation Measures and Levels of Assessment

Level	Data Sets (<i>From the Phase Assessment System</i>)	Database	Use
Candidate Assessment	<ul style="list-style-type: none"> Course level assessments that reflect the IPSB content and developmental standards Course grades GPA 	The database contains records for each student that allows information to be pulled in multiple ways (cohort group, completer group, phase	Candidate assessments are used to: <ul style="list-style-type: none"> Provide feedback to the candidates Provide feedback to

	<ul style="list-style-type: none"> • Field experience evaluations • Portfolios • PRAXIS scores 	assessment group, survey data, etc.)	<p>the faculty for decision making on candidate progress</p> <ul style="list-style-type: none"> • Curriculum alignment and course modification
Program Evaluation	<ul style="list-style-type: none"> • Data are aggregated by program area (secondary are combined for most purposes because of size) • Candidate evaluations of courses, faculty, field placements • Inter-rater reliability tests for candidate evaluations • Review of student teaching and intern portfolios by faculty 	The database provides information on candidates; the director of student teaching provides feedback to faculty on student teaching work sample portfolios; research assistant produces reports on survey information; chair provides feedback to faculty on student evaluations	<p>Data are used to</p> <ul style="list-style-type: none"> • Review and revise assessment tools • Review and revise rubrics for accuracy, fairness, consistency and avoidance of bias • Review and revise curriculum • Assess faculty effectiveness • Identify points for improvement
Unit Evaluation	<ul style="list-style-type: none"> • Program reports (first time completed in 2005) • Exit surveys and first year surveys of teachers and their employers • IPSB reports on graduates in first year teaching • Diversity data • Use of technology data • Faculty data (professional development plans) • Recruitment and retention data • Student surveys 	Reports from each program will be aggregated in the future. Currently, the research assistant produces one uniform report for all faculty to review.	<ul style="list-style-type: none"> • Increase unit effectiveness • Improve curriculum and instruction • Create external reports

Candidate Assessment

The department uses a paper trail as well as the database to track candidate performance. The paper trail is actually a one-sheet document which allows the Director of the TEC to track data input. This paper trail is used for the undergraduate and license-only candidates. Candidates are informed of this system in multiple ways: advising sessions for all students; individual advising sessions with advisors; the departmental website; brochures; information sessions; classroom reminders; help sessions put on by students. The MAT director coordinates the phase assessment process for candidates in this program.

Overview Explanation: The phase assessment system is multiple part process that assesses specific abilities at three different benchmarks in a candidate's preparation. Each phase emphasizes specific abilities (as indicated by developmental and content standards) with a review at each part of the process. The Assessment Handbook includes rubrics for each phase, showing the link between developmental and content standards and the

abilities listed here. Candidates not meeting expectations are offered intervention in various forms, depending on the weaknesses and/or needs of the particular candidate.

The unit has spent the past two years examining the following:

- Alignment between expected abilities at each benchmark in the candidate assessment system (aligning IPSB developmental standards with phase assessments);
- Alignment between content standards and content courses (matrices document the content alignment);
- Alignment in rating scales among evaluation forms (moving to a five-point scale for all documents);
- Phase II assessments to ensure closer examination of content;
- Assessments in the content majors (what the departments expect regarding content knowledge in capstone courses);
- Consistency and fairness in the content of and use of the rating systems (notebook includes final portfolio review, inter-reliability correlations for both the undergraduate and MAT programs going back to fall 2003);
- What comprises key data pieces for yearly reports (data overload is a problem; how to include narrative data);
- Development of an extensive and detailed database system that allows aggregation and cross-referencing of relevant data points, ensuring quality control at both the departmental and individual levels;
- Data recordation by licensing area to allow comparison and discovery of strengths and weaknesses that were previously hidden;
- Development of a Unit Assessment Handbook that takes the reader from conceptual framework to the smallest detail of the program's assessment system in a uniform and easy to use document;
- The use of internet technology for data collection and recordation in order to ease respondents' participation in the assessment process and to ensure accuracy in database content.

In terms of individual candidate assessment, the unit uses multiple assessments that review multiple pieces of information at each phase of candidate assessment. In terms of program and unit assessment, the unit receives a yearly report of program completion data that includes scores from student teaching evaluations, portfolios, and other items outlined in the Assessment Handbook. This report along with discussion of narrative comments provides a basis for faculty discussion regarding changes.

Figure 2.5: Candidate Assessment: Key Transition Points and Performance

Phase/Transition Point	Abilities Reviewed	Performance Measures	Focus of Review
Phase 1	Observes critically; uses appropriate language and form; communicates effectively in analysis of self and others; identifies own values; articulates a person teaching philosophy; acts responsibly and professionally; takes charge of own learning; relates values to college and program mission	<p><i>Undergraduates</i></p> <ul style="list-style-type: none"> • 2.5 GPA or better • C or better in ENG 101, ENG 115, COM 101, MAT 115, MAT 116, PSY 220 • Satisfactory scores on portfolio, interview, and dispositional analysis • Satisfactory early field experience evaluations • Minimum scores on PRAXIS I <p><i>MAT Candidates</i></p> <ul style="list-style-type: none"> • 2.75 GPA or better • Content background in undergraduate program • C or better in key communication and mathematics courses • Satisfactory scores on interview, essay, and application materials 	General abilities and dispositions are assessed critically for the first benchmark. Candidates' performance in early field experiences, their ability to self-assess, their communication abilities, and their early demonstration of professionalism are reviewed.
Phase 2	Applies understanding of child development to planning instruction; demonstrates understanding of essential content knowledge; creates learning experiences that demonstrate understanding of content knowledge; develops a variety of strategies for student learning based on best practices, utilizing current resources; adapts instruction for diverse learners; defines and analyzes problems in teaching; communicates effectively, considering context and audience; uses formative and summative assessments of children and their learning; relates personal teaching philosophy to decision-making	<p><i>Undergraduates</i></p> <ul style="list-style-type: none"> • 2.5 GPA or better • C in all courses in the major and education • For elementary, satisfactory scores on performance tasks from methods courses; for secondary candidates, satisfactory score on the portfolio; for candidates in exceptional needs, a satisfactory portfolio score <p><i>MAT Candidates</i></p> <ul style="list-style-type: none"> • 3.0 GPA or better • Satisfactory teaching evaluations • Overall satisfactory work sample portfolio 	Candidates are judged on content knowledge and more specific abilities related to appropriate planning, developing and using a repertoire of instructional strategies, differentiating and adapting instruction for diverse learners, communicating effectively, and connecting decision-making to a personal teaching philosophy.
Phase 3	Designs and implements instruction independently; provides solutions for teaching problems; communicates effectively with students, parents, and community; collaborates effectively with peers and colleagues; aligns processes of planning, instructing, and assessing students; makes and defends qualitative judgments about children's learning	<p><i>Undergraduates</i></p> <ul style="list-style-type: none"> • 2.5 GPA or better • C or better in content seminar • Successful student teaching evaluations • Successful student teaching portfolio • Minimum cut score for PRAXIS II tests <p><i>MAT Candidates</i></p> <ul style="list-style-type: none"> • 3.0 GPA or better • Satisfactory work sample portfolio meeting minimum holistic score and individual standard scores • Successful teaching evaluations 	Candidates are judged on how well they can implement the full set of responsibilities in teaching. They are also assessed regarding their ability to use an inquiry model of learning themselves

Explanation of the Candidate Phase Assessment System

Phase 1: Undergraduates and License-Only Candidates

Because the department graduates only 45-50 candidates per year, the faculty know the candidates well after having them in class more than once and participating in their reviews throughout the phase assessment system. In Phase 1, for example, the chair of the committee reviews all applications to ensure students meet the GPA and PRAXIS I cut score requirements. Then two faculty interview a potential candidate and evaluate his/her portfolio to assess readiness to enter a program. This interview and the resulting discussion at the TEC meeting in which faculty present their candidates provide ample opportunities to discuss strengths and work areas of each candidate. Each candidate is then given a letter from the TEC reflecting that discussion.

Phase 1: MAT

In the MAT program, the same protocol is used with a heightened focus on cultural and language diversity because of the ENL (English as a New Language) focus. The application to the program is the Phase 1 assessment; it has a strong emphasis on dispositional attributes, particularly as it relates to cultural and language issues. Candidates submit an extensive application that includes references and an essay. The director of the program and the department chair review all applications, using a scoring guide. They then invite candidates for interviews. An interview protocol is used and the candidates are asked to write an impromptu essay – which is scored by both individuals separately. Finally, the entire package of work for each potential candidate is reviewed and offers are extended to those assessed as a good “fit” for the program.

At this beginning point in the phase assessment system, the department provides intervention as needed. As explained before, any student going through this first assessment receives feedback from the TEC regarding performance. Those not meeting expectations are advised regarding areas of weakness. During the site visit, reviewers will have access to student files to see various examples.

Phase 1 Remediation: For undergraduates and license-only individuals, candidates not meeting GPA or PRAXIS I requirements are asked not to apply. Candidates who do not meet the minimum scores for the portfolio, interview or disposition rating are asked either to reapply at a later date or to provide additional documentation in the form of revision or support for their application. For MAT candidates, there is no remediation. Candidates are accepted to the program or they are not (This is a competitive program).

Phase 2: Undergraduate and License-Only Candidates

Candidates are assessed at the end of the junior block of courses, at the completion of EDU 347 in the Elementary Education program and at the end of EDU 454 in the High School program. For the Elementary Education majors, faculty submit scored evaluation guides for key performance tasks to the Director of the TEC. Faculty have identified one key performance task, linked to content standards, for their methods courses. The director records scores from tasks representing reading/language arts, science, mathematics, social studies, expressive arts, the technology class, and the inclusion class.

She, along with the chair, review the rubrics. This past academic year was the first time the faculty piloted this particular process. In the past two years, the department focused only on using a score from a case study analysis of a struggling reader. However, the faculty were concerned that the assessment focused solely on reading. Concerns about the message the department was sending regarding the importance of integrated curriculum and the need for all curriculum content forced reexamination. The faculty determined that key performance tasks from each methods course were needed to assess the full complement of content areas. The performance task rubrics are based on the content standards. This is one of the significant changes made to the system over the past year and a half. The process is still a bit cumbersome because it is so new and needs external review during the site visit.

Phase 2: MAT

At the end of Block 2 (fall semester), the MAT candidates produce their second portfolio submission, a work-sample portfolio that is reviewed using the MAT developmental standards (*Primary Intermediate Standards with selected ENL Standards included*). (*At the end of the Block 1 summer session, candidates submit an abbreviated portfolio in order to learn how to prepare one. Written feedback is provided but the focus is on the knowledge base acquired throughout the summer, particularly regarding acculturation and second language learning.*) A comprehensive rubric using the 11 program principles is used to rate the portfolios: each is rated twice independently by a combination of faculty and K-12 administrators and teachers from partner schools.

Remediation: Undergraduates and license-only candidates are given options, depending on the reason for their failure. Often they are asked to retake courses or take additional courses to improve their content and pedagogical knowledge. Failure at this benchmark has occurred more often in the secondary program. Candidates were withdrawn from student teaching placement and asked to repeat the EDU 454 course and redo the Phase II portfolio. MAT candidates are placed on probation with a specific contract outlining the expectations for continuing in the program. The college supervisor, mentor and director of the program conduct an ongoing assessment of progress to determine whether or not the remediation is effective.

Phase 3: Undergraduate and License-Only Candidates

This last assessment phase occurs at the completion of student teaching with multiple indicators being reviewed by the chair, the director of the TEC, and the licensing advisor. To be considered a “program completer,” each candidate must successfully complete all aspects of this phase, as outlined in the Phase III design. Candidates must be successful in student teaching and the PRAXIS II exams in order to complete this benchmark successfully. Candidates must successfully complete the senior seminar course in order to student teach.

Phase 3: MAT

At the end of Block 3 (spring semester), the MAT candidates produce their third portfolio submission, a work-sample portfolio that is reviewed using the MAT developmental standards. A comprehensive rubric using the 11 program principles is used to rate the

portfolios: each is rated twice independently by a combination of faculty and K-12 administrators and teachers from partner schools. Success on this portfolio review determines licensure eligibility.

Remediation: For undergraduates, a student teaching placement may be changed or student teaching extended (upon consultation with the cooperating teacher and college supervisor). Licensing recommendation is held up until the candidate completes all the requirements for becoming a program completer. There is no remediation for MAT candidates at this point in the process.

Currently, the database provides an exceptional amount of information on candidates, data overload. One of the goals of the site visit is to solicit feedback regarding perceptions of “essential” information to help decision-making. Given restraints in available technology, the unit realizes its limitations in being able to link data sets together. Currently, it relies on the abilities of the research assistant to put data sets together for analysis.

Rubrics Used to Assess Candidate Performance

This past academic year, the unit revised its scale (from a 3-point to a 5-point) and reviewed its meanings for each, with “3” being the minimum score acceptable across assessments. All rubrics are aligned to IPSB content and developmental standards for the assessments. The only exception to consistency across rubrics is the performance task assessment in elementary education methods courses. Methods instructors design their own rubrics, using the IPSB content and developmental standards. These scores are then sent to the candidate database.

Predictors of Candidate Success:

The unit looks at the success or lack of success of candidates in student teaching (all programs). Data from first year teaching surveys have not revealed key problems with graduates’ success. Over the past five years, the department has become less flexible in allowing candidates to continue in a program on probation, thus, almost eliminating lack of success. Currently, the department is investigating the relationship between overall GPA and a candidate’s ability to pass the PRAXIS II, particularly in the secondary program. Two years ago, the department instituted a policy of denying students access to the 300 and 400 level methods courses without passing PRAXIS I successfully and meeting the Phase I expectations. This change has had two major impacts: poorer retention with fewer program completers but fewer problems with candidates in student teaching. Now the department is investigating the relationship between SAT scores and admission to the college, the need for remedial reading, writing, and math courses in college, and success or lack of success of these same students with the PRAXIS 1. The college report on a “Talented and Diverse Student Body” addresses this issue – part of the exhibit on site.

Elimination of Bias and Assurance of Fairness, Consistency and Reliability

In 2003-2004, the department began taking steps to insure inter-rater reliability in scoring portfolios for the programs. The department also began using external reviews (other

than faculty). The unit uses graduates, mentors, and cooperating teachers with a history with the department as raters. Portfolios always receive two independent readings, one from a faculty member and one from a K-12 practitioner. Prior to the scoring, scorers participate in preparation.

Because only the research assistant provides data input to the system, errors in faculty data keeping can be checked when data are submitted to her. A paper trail is still kept by the Chair of the TEC as a backup – and recent changes in protocol now have the Chair providing the data from various sources to the research assistant, rather than faculty submitting it individually.

Additionally, students are given access to rubrics used in assessment and are provided workshops and help sessions to help them prepare materials. Students from the Student Advisory Board and/or faculty conduct these sessions, They also have access to their departmental records and are provided opportunities to respond to faculty and/or early field experience feedback. Students may appeal decisions by the TEC.

Confidentiality

The research assistant is the only person entering data into the system. Her reports are produced and approved by the department chair and/or program directors. Student files are maintained by the department secretary in the main office area.

Figure 2.6: 2002-2003 Candidate Pass Rates

Phase	Program	Total Number of Students	Passed	Passed after Intervention	Did not Complete Phase
Phase 1	ELE	17	N=16 94%	N = 1 6%	
	SEC	8	N= 4 50%	N = 2 25%	N=2 25%
	MAT	14	N=14 100%		
Phase 2	ELE	32 **	N=32 100%		
	SEC	***			
	MAT	16	N=16 100%		
Phase 3	ELE	12	N=12 100%		
	SEC	10	N=10 100%		
	MAT	14	N=12 83%		N=2 17%

* After this year, TEC denied teacher candidates to apply if they had not yet met all of the testing and grade requirements for Phase 1. The two that did not pass had not yet passed Praxis, in addition to having some dispositional issues.

** This was the last year that Phase 2 for elementary teacher candidates was based solely on the case study in the Reading Methods Course (EDU 347).

Figure 2.7: 2003-2004 Candidate Pass Rates

Phase	Program	Total Number of Students	Passed	Passed with Intervention	Did Not Complete Phase
Phase 1	ECE/ELE	22	N =19 86%	N=2* 9%	N=2 * 9%
	SEC	10	N= 9 90%	N=1 10%	
	MAT	16 **	N=16 100%		
Phase 2	ELE	16	N=16 100%		
	SEC	***			N=2
	MAT	16	N=14 88%		N=2 12%
Phase 3	ELE	26	N=25 96%		N=1 4%
	SEC	8	N=8 100%		
	MAT	14	N=14 100%		

**Figure 2.8: 2004-2005 Candidate Pass Rates
(as of August 1, 2005)**

*One teacher candidate was originally denied admittance but she appealed the Teacher Education Committee’s decision and passed after presenting further evidence, so she is counted in both the “did not complete” and “passed with remediation categories.”

Phase	Program	Total Number of Students	Passed	Passed with Intervention	Did Not Complete Phase
Phase 1	ELE	16	N=14 88%	N=2 12%	
	SEC	7	N= 6 86%	N=1 14%	
	MAT	15	N =15 100%		
Phase 2	ELE	15	N=15 100%		
	SEC	9	N=9 100%		
	MAT	15	N=13 87%		N=2 13%
Phase 3	ELE	23	N=21 * 91%	N=1 ** 4%	N=1 4%
	SEC	10	N=10 ***100%		
	MAT	13	N=12 92%		N=1 8%

*provided two candidates passed their Praxis II exams

**provided one candidate completes her portfolio and gets 2.5 GPA after summer course

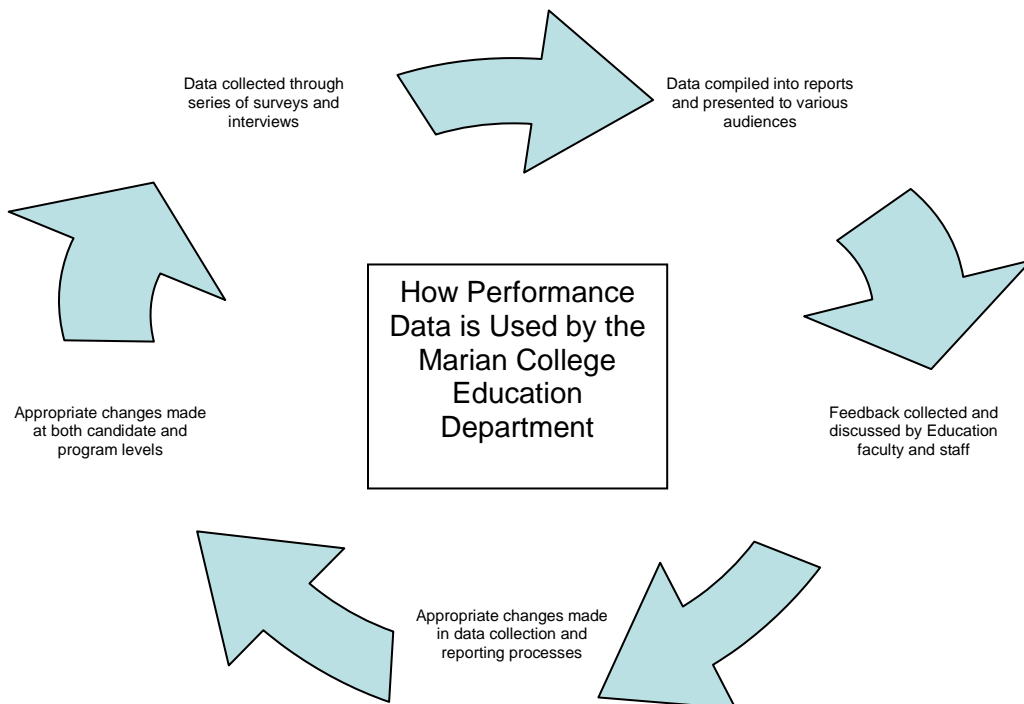
***provided two candidates pass their Praxis II tests

Element Two: Data Collection, Analysis, and Evaluation

Each program in the unit follows the same individual candidate assessment protocol with defined decision points and assessment criteria. The phase assessment system clearly delineates what is assessed, what information is collected, and what minimum expectations are. Candidates must successfully complete all assessments to be considered program completers. Figure 2 outlines the responsibilities for reviewing candidate data. The full faculty participates in discussion of data – with only eight full-time faculty members, data driven decision making occurs with everyone around the table.

Information on individual candidates' qualifications, abilities, success on performance measures is collected and analyzed. Data include both external (PRAXIS I and II) and internal (work samples, field evaluations, and surveys). For the past year, for example, the data review has focused on program completers' portfolio analyses, standardized test scores, student teaching and intern teaching evaluations, cooperating teacher and supervising instructor feedback sheets, and first year teaching data. The lack of information regarding the specifics of secondary content proficiency was addressed in this past year to align with the full college accreditation review to occur in January, 2006. The secondary program obtained the student learning assessment plans for each major and will use them next year (2005-2006) to analyze how well content is assessed within the major.

Figure 2.9: Data Flow Chart



Once completing Phase I assessment, the retention rate is approximately 89% .

Data Collected on Candidate Proficiencies

As shown in Standard 1, Marian uses multiple sources of information on candidates to assess their abilities and provide information for program and unit evaluation.

- *External:* Data include standardized tests such as PRAXIS I and PRAXIS II. These results are shared with content departments and the full college in the form of an annual department report. Additional external data sources include student teaching/internship evaluations, student teaching portfolio evaluations. Additionally, surveys of various constituent groups are conducted: cooperating teachers about preparation of candidates and performance of supervisors; ETS reports regarding yearly performance of candidates in comparison to others in the state and nation. The unit also reviews Title II comparisons, as reported in the Indiana Title II Report.
- *Internal:* Narrative data include surveys of program completers upon completion of their program; they also evaluate their cooperating teachers and their supervisors; the phase assessment data points have already been outlined.

Data Collected on Program Graduates

The unit collects multiple sources of data on graduates: first year surveys of the graduates' perceptions of their preparation; principals/supervisors of first year teachers from the program. The college also produces a survey of graduates' perceptions.

Data Collected on Unit Operations and Program Quality

The unit uses multiple sources of data to help improve program quality. Data are collected on school demographics, clinical faculty, and full time faculty themselves. Faculty in the department complete a yearly productivity chart explaining their accomplishments for the year. They also produce professional development plans tied to the yearly goals of the Education Department. Advisory boards also produce ideas for the unit. For example, queries regarding the department's emphasis on English as New Language has prompted the department to investigate joint development (with the English Department) of an ESL licensure program.

Data sheets on mentors and clinical faculty are maintained. For example, mentors for the MAT program must have completed a mentor training program in order to be a mentor for one of the program's interns. Mentors and cooperating teachers receiving consistently poor evaluations by candidates no longer serve in those capacities.

Data on the clinical school sites are also maintained, particularly to ensure that candidates receive diverse school experiences and work with diverse faculty and students.

Full-time faculty are advised regarding consistently low student evaluations and/or clinical site evaluations. This information is fed into the faculty improvement system with attention given it in development of professional development plans.

Candidate Complaints

Marian hopes that each candidate will have a positive experience in preparing to become a teacher. However, students occasionally have complaints about how they are treated and/or evaluated. The college has procedures regarding grade errors or complaints as well as sexual harassment complaints. The department protocol on other issues is the following:

1. The student provides a letter of complaint to the head of the program, coordinator for student teaching, the Chair of the TEC.
2. If the matter cannot be resolved, a report is given in writing to the Chair of the Education Department.
3. Issues related to the Phase Assessment System are handled by the Chair of the TEC and that committee, including all appeals related to the system's fairness and effectiveness in handling any particular student's progress.
4. If the issue is not resolved, it then goes to the Academic Dean's office for review.

Use of Technology for Data Aggregation and Analysis

The data collected from multiple sources in the Unit Assessment Plan is stored in a data base (ACCESS) maintained by the research assistant. It contains files on the following:

- Selected teacher candidates' grades, including GPA at benchmarks;
- Teacher candidates' basic demographics including SAT scores, gender, etc.;
- Teacher candidates' portfolio scores at different points in the phase assessment system;
- Teacher candidates' student teaching/internship evaluations;
- Teacher candidates' PRAXIS scores;
- Survey results from cooperating teachers and mentors, candidates themselves, principals, and college supervisors;
- Data used specifically to promote or deny phase completion for each candidate (kept in tables by phase).

This past semester, the unit was able to get its surveys and student teaching/internship evaluations on line so that data can be dumped into the database without the interim step of data input by the researcher. This on-line retrieval will make it easier to access more specific data on indicators of the standards and reduce the amount of time the research assistant spends on data input.

The hope is that the data can be used to produce a profile on each candidate to help with analysis of successful and unsuccessful candidates as well as produce reports for faculty on strengths and weaknesses of a candidate.

Element Three: Use of Data for Program Improvement

The unit engages in retreats three times a year, sometimes four: at the beginning of each semester and at the end of the academic year. Faculty are regularly asked how programs might improve and expectations for candidates continually be raised. For example, if one were to look at the quality of the student teaching/internship portfolios of three years ago and compare them to those recently completed, the dramatic growth is amazing. Only

with deliberate intent has the department been able to review these documents and then backmap to ask: how can they be better?

Moving to a data-driven model has been a challenge for this small department. When all people can sit around one table to discuss and debate perceptions of success, it becomes all the more difficult to move to data-driven inquiry. Yet, the unit is doing that. Moving to individual program reports this past year is one way the department is working to change its own protocol for how it determines needed changes in the curriculum and instruction.

Recent Improvements in Programs

The department has made many changes in the system and program over the past five years. The two charts below catalogue two years.

Figure 2.10: Selected Changes Made in 2002-2003

Issue	Decision	Date and Place	Result
UAS assessment need	Use grade from EDU 446 Integrated Curriculum as part of final assessment for content knowledge in ELED program	August 22, 2002 faculty meeting	Course grade now part of the blue sheet record
UAS assessment need to document progress through the candidate assessment process	Create a feedback form to be used for Phases 1 and 2 with students. One copy placed into student's file and one sent to student.	August 22, 2002 faculty meeting	Letter, not feedback form, created
UAS assessment need	Create form letter and tip sheet for Phase 1 testing (PRAXIS 1) and organize system of intervention	August 22, 2002 faculty meeting	Not developed
Increase understanding of faculty members for each one's work; self review	Implement descriptive review process during the year in groups of 3 faculty/staff	August 26, 2002 and October 7, 2002 faculty meeting	Completed in 2003 (fall)
NCATE standard on Diversity	Review course syllabi, texts, activities, placements	September 9, 2002 faculty meeting	Synthesis chart by Dr. Robinson Changes in books for courses
Students' abilities to differentiate instruction	Case study reports on individual children for Phase 2: instructor evaluation	September 9, 2002	Reading methods course case study and general hs methods case study on adolescent of inclusion
Inadequate time and focus by student teachers on portfolio at the end of the student teaching semester	Reschedule portfolio completion for first phase. Presentations at the end of the semester	December 20, 2002 faculty retreat	Portfolios completed and reviewed immediately after midterm (phase 1 of student teaching)

Unclear responsibility for portfolio support	First phase supervisor will ensure portfolio is turned in at midterm; advisor will review in March before student turns it in.; Presentation during finals week	December 20, 2002 Faculty retreat	New support structure enacted; portfolios now coming in earlier to allow more flexibility in reviewing time; not presented in ELED program.
Inconsistent use of journals during student teaching	Determine protocol consistency	December 20, 2002 faculty retreat	Was not checked at the end of the year
Incomplete matrix	Redo matrices for each course	January, 2003, retreat	Not completed until fall, 2003, when new researcher completed it
Clarifying which program (old 46-47 or 2002) students chose to complete	Design a form to be used by each advisor during spring registration	March 18, 2003 faculty mtg	Form was used
Weak course grade performance by students	Recommendation to TEC that students must have a C in all courses in the major	November 2002 faculty mtg	Recommendation went to TEC and was passed.
Too many advisory groups with multiple directions	Formulate one undergraduate advisory board for the undergraduate program	May 8, 2003 faculty retreat	New structure approved by the faculty to be implemented in 2003-2004 academic year
TEC not involved enough with Phase 2 assessment	TEC will meet to review the Phase 2 results: Questions: Was remediation required? Did field experience reports show improvement? Did new problems surface?	May 8, 2003 faculty retreat	TEC did not review folders on Phase 2 students; reviewed by chair of TEC only.
Tracking emphasis on diversity in the courses	Dr. Robinson construct a template to catalogue dimensions of diversity in each class, based on fall, 2003 syllabi	May 8, 2003 faculty retreat	Chart not completed until spring 2004

Figure 2.11: 2003-2004

Issue	Decision	Date and Place	Result
Out-of-date conceptual framework not reflecting current research and departmental perspectives	Revision of conceptual framework	August 18 retreat	Assignments to faculty member to research specific areas
Out-of-date matrix of courses with developmental and content standards	Create new matrices	August 18 retreat	Revision of matrices and development of "Assessment Handbook"
Students' struggles to pass math PRAXIS 1 – number of repeating students	Purchase the PLATO system for students to use in review	August 22 meeting	PLATO system purchased, summer 2004

College-wide student evaluations do not provide enough information to faculty members	Each member design a feedback sheet for midterm and final	September 8 meeting	Inconsistently done by faculty
Concern about mentoring at School 96 for MAT interns	Meet with faculty and principal	September 23 meeting	Met with faculty and principal in November. Pulled students from the school for second semester
Incompatibility of rating scales	Jenny align all scoring guides	October 7 meeting	Most scoring guides now on a 5 point scale with common language
Questions about particular statements in the developmental standards	Revise the standards by next fall	October 7 meeting	Standards revised by August, 2004
Too many portfolios evaluated by Sue and Cheryl for MAT	Divide reading among all faculty with Sue and Cheryl reading half each	October 27 meeting	New system of reading enacted in December
Inconsistent ratings by faculty on a couple of MAT portfolios	Retraining for portfolio reading in April right before reading the final ones	January meeting	Increased consistency in portfolio scoring
Need to have time to discuss long-term direction of the department	Overnight retreat	October 27 meeting	December retreat
Clear and accurate feedback to students	After independent scoring, scorers meet to combine responses so students receive one	October 27 meeting	Faculty met after December and May scoring to create one feedback sheet
Lack of information regarding content knowledge (nothing beyond grades)	Each methods person will submit an evaluation of a key assignment in the content area (rubric) at the end of each methods course: Math, Social Studies, Reading, Expressive Arts, Science, Technology. Each faculty member submits assignment and rubric evaluation for each student to Susie, Chair of TEC This item was discussed at further meetings	October 27	Cannot really begin until next spring with Valerie's students in reading. Too many students still under the old program
Keeping changes made on the website	Key faculty learn Dreamweaver	November 11	Sue, Cheryl and Chris learned Dreamweave
Need for student input	Resurrection of the Student Advisory Board	December 9 meeting	Students developed survey and collected responses (response very light) Monica Junkins presented results at a faculty meeting

Need to redo the survey to collect more responses	Survey passed out again in the spring – with more faculty support	February, 2004	Results not tabulated until summer
Programs are larger; more of them; hard to track all that happens	Yearly reports beginning Fall, 2004	February 16 meeting	Not completed yet
Lack of special education for secondary licensing students	Develop a minor for secondary students	March 1 meeting	To be submitted summer of 2004
ELED students' minimal science content	Work with Sciences department to develop new courses that have depth (eliminate survey courses)	March 15 meeting	Was an ongoing debate with science. Two new courses developed to replace survey NSC courses: physical sciences and earth sciences. Susie will continue emphasis on life sciences in the science methods course
Piloted new feedback form for Sue's observations of faculty	Used protocol for all non-tenured faculty	April 26 meeting	Discussion only: in August will determine continuation
VP Academic Affairs request for criteria for yearly evaluation and promotion and Tenure	Adopted ATE standards as faculty evaluation standards. Each faculty member will complete a portfolio using these standards	April 26 meeting	Use for 2004-2005 academic year
Advising folders separate from program folders on students	Collect all the advising folders from faculty and keep in common area for easier access. Move to one folder per student	May 10 meeting	Over the summer, 2004, all folders moved to common area

Figure 2.12: Sample of Data Driven Decisions

Problem Data	Decision
ETS Analysis of unit's percentage of achievement in comparison to state and national populations (was low)	Review curriculum in specific content at the elementary level to ensure all topics learned (now percentages are higher)
Review of comparison's between student teaching ratings by cooperating teachers/mentors and college supervisors	Discussion regarding expectations of both constituent groups (no changes yet)
Weak pass rates for PRAXIS II in Health and Physical Education program (many repeaters) causes weaker ETS reports (small numbers increase percentage rates dramatically)	Review of curriculum for topics covered on the test; No decision yet about changes in the program
Weak student teaching portfolios (undergrads)	Provide more intervention early on with formative feedback to improve results
Survey of undergraduates regarding satisfaction with their programs	To be reviewed by faculty in the fall
Weak diversity in clinical sites	Effort to recruit new, diverse schools
Self-study for Higher Learning Commission Report	
Number of students failing math portion of	Purchase of PLATO system for student support

PRAXIS I	
Review of comparisons between Program Completer and First Year Graduate Survey data (first year teacher vs. principal for the latter) (teacher candidates have inflated sense of readiness for classroom demands)	Discussion regarding emphasis on intentionality, stronger preparation for day-to-day classroom demands

Summary for Standard Two:

The evidence provided in this explanation supports the claim that Marian has a comprehensive Unit Assessment System. The design emerged over a period of years with input from liberal arts faculty, the K-12 community, and generates data as needed to assess candidate proficiency and make program improvements.

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element One: Collaboration Between Unit and School Partners

Field experiences and clinical practice are an important part of the Marian College Teacher Education Program. It is our goal to work cooperatively with local schools in order to ensure our candidates can apply their knowledge and skills in diverse settings.

Our Undergraduate Advisory Board, made up of local administrators, teachers, counselors and business representatives, has been very effective at helping us make sure that our field experiences and clinical practice align with the conceptual framework's focus. The UAB meets biannually to review statistics, and make suggestions.

In an effort to strengthen existing relationships and build new relationships with local schools Marian faculty have met with school personnel to plan effective programs to benefit the school community at large. The Director of Student Teaching has begun to form partnerships with a few select local schools. Over the last two years we have met with principals and teachers at these schools in order to provide training and gain input into the program. In MAT 115 and MAT 116 and SCI 301 candidates are required to participate in Family Math and Family Science activities at local schools. Students are trained how to set up and run these programs and then work directly with parents in the participating schools. Marian candidates are able to see the benefit of working with families and local schools are able to provide this service to their families for free.

The Marian College Education Department has a long history of working with the Indianapolis Public Schools Partnership Center. This center provides training and information to parents in order to help them become advocates for their children. The center focuses on helping diverse populations have a voice. In 2002 we were honored to receive the AACTE award for Outstanding Parental Involvement.

The Catholic School Educator Program also provides us the opportunity to work collaboratively with a group of local Catholic Schools. Participating Schools include St. Christopher School, Holy Cross Central School, St. Lawrence School, St. Malachy Parish School, and St. Susanna School. Each candidate that participates in the CSEP is assigned a coach. The role of the coach is significant. One teacher at each of the participating schools functions as a coach to support the learning experiences of the Marian College teacher candidate. The coach works with the principal and colleagues in the school to identify additional teachers as cooperating teachers as well as create the out-of classroom experiences for the pre-service teachers. The coach also provides feedback to the candidate and participates in program evaluation throughout the year with the director of

the program. Key Field Experiences are listed in the Catholic School Educator Program Participant Handbook.

Our MAT program is a collaborative effort between thirteen schools and Marian College. Started in 2002, the MAT program trains mentor teachers to work with transition to teach candidates over the course of one year. Participants are organized into cohorts that complete extensive internship experiences with trained mentors in elementary schools. Marian's MAT program includes a core concentration in second language learning and has a strong emphasis on cultural and linguistic diversity.

Undergraduate and Master student teaching assignments are made in cooperation with administrators from local and partner schools. The Director of Student teaching is responsible for arranging placements for undergraduate candidates, agreements with schools, dissemination of the Student Teaching Handbook, seminars for student teachers and training sessions for college supervisors and supervising teachers. The Director of the MAT program is responsible for arranging placements, trainings, and agreements with cooperating teachers and schools. Both directors work closely with building and central office administrators to plan for appropriate placements for each candidate and cooperating teacher.

In all early field experiences and student teaching there is an emphasis on shared decision making and responsibility, collaboration, and positive relations with school personnel. College supervisors are an integral part of this process. All of our college supervisors are also full time staff members and also teach at least one other course. This allows the college supervisor to have an intimate knowledge of the student teaching requirements and understand the Marian Education program as a whole unit. Student teaching and portfolio requirements are continually revised reflecting feedback from college supervisors, cooperating teachers and teacher candidates. Portfolio sessions are scheduled throughout the student teaching experience so the Director of Student Teaching may coach the candidates and give multiple forms of feedback.

Element Two: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Carefully planned and supervised by both school-based and university faculty, field experiences include specific objectives, instructional activities, performance expectations, reflective activities, and ongoing assessment of the candidate's growth in the application of knowledge, skills, and dispositions to help all students learn.

Candidates in Marian's education program are provided many in depth opportunities to work with students in diverse settings, with varying age groups and with diverse learners. Throughout their education career candidates participate in a continuum of field experiences that allow them to progress from observing and working one on one with students in their freshman year to working with an entire class for several weeks during their student teaching experience (Field Experience Continuum Chart 3.1). Faculty syllabi also delineate how candidates are to develop specific knowledge, skills and

dispositions in each field experience so their experiences build on each other ending with the student teaching placement.

**Figure 3.1:
Marian College Education Department
Field Experience Continuum**

Undergraduate Program					
Course	Observation	One on One	Small Group	Lesson for Entire Class	Full Immersion
EDU 163	X				
EDU 164	X				
EDU 174	X	X			
EDU 175	X	X			
EDU 233	X	X			
EDU 314		X	X		
EDU 325	X	X	X		
EDU 346			X		
EDU 347		X			
SCI 301				X	
EDU 368	X	X	X	X	
EDU 444				X	
EDU 454	X	X		X	
EDU 456		X	X	X	
EDU 462/3/4/5/6 (Student Teaching)	X		X	X	X
EDU 490*	X				

**EDU 490: Senior Seminar course is not designed as a field experience placement, but teacher candidates go to their student teaching placements for observation.*

Candidates are required to reflect during all field experiences. Through these reflective activities, candidates utilize the unit’s conceptual framework theme of “Reflective Practice.” Reflections are read by faculty members and used to gauge candidate’s understanding of education standards.

Candidates are exposed to technology while participating in field experiences. Student teachers are required to keep a technology log and reflect on this log in their Student Teaching Portfolio. Technology classes at Marian teach candidates how to work with multiple forms of technology when they get out into the field experience settings.

All teacher candidates are required to use the college-wide lesson plan format. This format provides a basis for planning and candidates are encouraged to take the basic format and add to it as they see fit throughout their careers. This format includes objectives, knowledge, skills and dispositions that students will learn, specific information about standards used and differentiation made to meet the needs of all learners in the class, timetable, materials and assessment strategies.

Undergraduate student teaching is for a minimum of 16 weeks. The professional semester is comprised of three phases of activities: observation, shared responsibility, and independence. Candidates may choose to do two 8 week placements in the following; primary, intermediate, middle school, high school, primary special needs, intermediate special needs, middle school special needs, high school special needs, or all 16 weeks in one high school placement. Listed below is a general timeframe:

- 8 weeks: 2 weeks observing and planning for instruction
 1 week co-teaching
 4 weeks teaching independently
 1 week observing other classrooms and reflecting
- 16 weeks: 2 weeks observing and planning for instruction
 2 weeks co-teaching
 11 weeks teaching independently
 1 week observing other classrooms and reflecting

This 16 week placement ensures that candidates become immersed in the school and have the opportunity to solo teach for an extended period of time. Candidates are also required to complete a portfolio in the first phase of their student teaching experience and four shadowing/reflection forms in the second phase of their experience. This provides an extensive and intensive placement for both phases.

Each faculty member selects their field experience site and cooperating teachers based on the standards being taught in their class. This allows faculty members to hand pick the best sites and most innovative teachers that directly meet the objectives taught in each course. Faculty members observe candidates and work with school staff members to ensure a successful experience. Due to the small nature of our college, faculty members are able to place candidates in exemplary schools for an extended period of time.

The Student Teaching Coordinator and MAT Coordinator, in conjunction with building-level principals and central office personnel, carefully select cooperating teachers. It is required that each cooperating teacher have at least three years experience in the classroom. Cooperating teachers are required to complete a form stating their years in education and accomplishments. Last year in the undergraduate program 56% of all cooperating teachers had a Masters degree and 73% had won an educational award. Many of the cooperating teachers have participated in the state sponsored mentor training.

Student Teachers are evaluated informally daily by their cooperating teacher and formally on a weekly basis. Student teachers keep a record of these evaluations with anecdotal comments. Through this mechanism, candidates receive feedback concerning their knowledge, skills and dispositions in three areas; preparation and planning, teaching and professionalism. Candidates are also evaluated every 7-10 days by a college supervisor. College supervisors use an evaluation sheet that reflects the standards being evaluated on the final student teaching evaluation. College supervisors write anecdotal comments and meet with student teachers in order to ensure that candidates understand the feedback and can use it to become more successful in their placement. Currently, all college supervisors are faculty members who also teach classes in the department.

Student Teachers, Cooperating Teachers and College Supervisors also meet at least three times for a three-way conference. At the beginning of student teaching all members attend a Student Teaching Tea to go over the requirements of the program, mid-way through the experience they all meet for a mid-term conference, and at the end of the experience all three meet for a final conference. At the mid-term and final conference all three members of the team complete the evaluation forms, compare information, and discuss strengths and weaknesses.

MAT candidates transition into the classroom during the fall semester. Candidates are in the classroom part time and studying the required coursework during the rest of the time. During the first half of the semester, college supervisor observations concentrate on the process of teaching, the happenings in the classroom, and collaboration between the intern and mentor. A journal is kept by the intern and reflections are written daily. By reading the journal every visit, the college supervisor gets a strong sense of the flow of the class and how the intern perceives and feels about what is happening. During the second half of the semester the intern is in the classroom daily and is teaching all subject areas. At this time, the intern is visited by the supervisor at least once per week. The length of stay for the supervisor is now much longer, no less than one hour and usually an hour and a half. Journals and lesson plans are reviewed and the intern is observed using the program standards as a guideline. Specific notes are also taken in regards to their teaching and relationships in the classroom.

Element Three: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Marian College is committed to providing candidates' multiple opportunities to develop and demonstrate the knowledge, skills, and dispositions to help all students learn. All undergraduate candidates participate in a three phase system that provides specific entry and exit criteria for clinical practice.

Assessment in both the student teaching experience as well as early field experiences is directly related to performance standards. Observation forms include all the standards that will be evaluated on the final student teaching assessment. These standards all directly link to the student teaching handbook standards and the student teaching syllabi.

Multiple assessments are used throughout the field experience continuum. Assessments are completed by cooperating teachers, candidates and supervising faculty members. Assessments from content area classes are also used as indicators in the phase system of progression through the undergraduate education program. All assessments relate back to pre-stated standards and criteria in the syllabi for each field experience class. (See phase system description in Standard 2)

In field experiences candidates are required to pre and post test students to determine the effect their teaching had on student learning. Candidates then reflect on this information and formulate a plan for how they will increase student learning in the future. During the first eight weeks of student teaching candidates are required to create a portfolio

documenting student learning. This in-depth portfolio focuses on one lesson and has candidates analyze their teaching ability by reflecting on the growth of their students. Candidates plan a unit, videotape themselves teaching one lesson and analyze student work as an indicator of what they did well and what they need to improve. Candidates are also evaluated on their ability to assess students and use this assessment to improve instruction in their final evaluation. The following indicators represent their ability to do this successfully:

**Figure 3.2: Student Teacher Final Evaluations
Fall 2004/Spring 2005**

Indicator	% receiving a 3 or above
3.4 Knows how to gather data and assess situations, making needed modifications	98%
8.2 Uses multiple assessments to support the development of each child, focusing on the growth of children over time	96%
8.4 Uses assessment information to enhance knowledge of learners, to monitor student progress and performance, to communicate with and involve parents, to support children in self-assessment, and to modify teaching/learning strategies	98%

Rating Scale:

5. Exceptional:	Consistently exceeded expectations
4. Commendable:	Sometimes exceeded expectations
3. Good:	Met expectations
2. Uncomplimentary:	Sometimes met expectations
1. Unsatisfactory:	Did not meet expectations
N/A:	Not Applicable

Marian candidates are provided the opportunity to work with diverse students in diverse settings. In EDU 325 Teaching in a Diverse World students are able to work with students at Flanner House. Flanner House is an accredited Charter school serving a population of 0% white, 11% black and 89% Native American students with 73% of the students receiving free or reduced lunch. In EDU 314 Teaching and Learning in Kindergarten candidates work with pre-school and kindergarten students in diverse schools. In SCI 301 Science Methods for Elementary Teachers candidates teach a lesson to the entire class making adaptations for students who are English Language Learners, have special needs, etc. (See Field Experience Demographic Chart in section 4). During student teaching candidates are required to describe their class and use this information to differentiate the curriculum while teaching.

MAT students work directly in classroom with English Language Learners. Interns are given extensive instruction on working with diverse learners and then tutor English Language Learners as part of their requirements for EDU 520 Best Practices in Reading/Language Arts and Expressive Arts.

Standard Four: Diversity

The Unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Element One: Design, Implementation, and Evaluation of Curriculum and Experiences.

Marian College is fortunate to embrace diversity dispositions in the Catholic Franciscan values of dignity of the individual, reconciliation, responsible stewardship and peace and justice in all coursework. Candidates are prepared to meet the diverse needs of all students, including students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and geographic backgrounds, through coursework, field experiences and clinical practice. Diversity issues as well as experiences with diverse student populations are experienced by candidates during their freshman year in EDU 175. Each course builds upon the other working up to EDU 325 Teaching in a Diverse World. Subsequently, after this course candidates are expected to demonstrate the knowledge, skills and dispositions relating to diversity in their student teaching experience. Throughout their education career candidates work at varying levels of transcultural awareness from Level I (Contributions) to Level IV (Social Action).

In EDU 164 Diversity in High School secondary content area candidates meet weekly to discuss the experiences and address the challenge of meeting the diverse needs of learners including race, cultural/ethnic heritage, and gender. Candidates spend a minimum of 20 clock hours on site observing, teaching and analyzing how the needs of students in various racial, cultural and gender groups are met. In EDU 325 Teaching in a Diverse World candidates examine multicultural education, social studies reform, curriculum and pedagogy. Candidates learn to plan and teach multicultural units and lessons by integrating best practices with Indiana NAME, and national social studies standards. Student teaching candidates are evaluated on their ability to work with diverse populations in their final evaluation:

**Figure 4.1: Student Teacher Final Evaluations
Fall 2004/Spring 2005**

Indicator	% receiving a 3 or above
3.1 Understands and demonstrates sensitivity to various family structures, cultures, language, and gender differences	100%
3.5 Formulates adaptations for a full spectrum of needs in an inclusive classroom	96%
3.6 Provides opportunities to celebrate diversity	97%
4.1 Encourages children to understand, question, and interpret ideas from diverse cultures	98%

- Rating Scale:
- 5. Exceptional: Consistently exceeded expectations
 - 4. Commendable: Sometimes exceeded expectations
 - 3. Good: Met expectations
 - 2. Uncomplimentary: Sometimes met expectations
 - 1. Unsatisfactory : Did not meet expectations
 - N/A: Not Applicable

Marian College is vigilant of its responsibility to empower all candidates to help all students learn; therefore, field experiences are intentionally designed to ensure that all candidates have experiences with diverse populations. Figure 4.2 illustrates wide variety of field experiences that candidates are exposed to during their undergraduate career.

Figure 4.2: Field Experience Site Demographics

School	District	White	Black	Hispanic	Asian	Multi-racial	Free/Reduced Lunch
Bishop Chatard High School	Catholic	86%	9%	1%	1%	2%	3% / 2%
Cardinal Ritter High School	Catholic	63%	24%	5%	2%	6%	12% / 5%
Immaculate Heart of Mary School	Catholic	97%	0%	0%	0%	2%	0%
Saint Michel Elementary School	Catholic	54%	28%	5%	1%	12%	9% / 3%
Saint Monica School	Catholic	78%	12%	3%	2%	4%	0%
Roncalli High School	Catholic	96%	0%	2%	2%	0%	1% / 2%
Arthur C Newby Elem. School 2	Speedway	73%	14%	6%	1%	1%	25% / 7%
Frank H Wheeler Elem. School 4	Speedway	46%	34%	12%	1%	6%	39% / 11%
James A Allison Elem. School 3	Speedway	33%	44%	13%	0%	10%	52% / 7%
Beech Grove High School	Beech Grove	94%	3%	2%	0%	0%	21% / 6%
Beech Grove Middle School	Beech Grove	91%	4%	2%	0%	3%	37% / 14%
Central Elementary School	Pike	16%	63%	12%	2%	7%	48% / 9%
Eastbrook Elementary School	Pike	24%	52%	14%	2%	8%	40% / 13%
New Augusta Public Academy North	Pike	28%	57%	5%	3%	7%	19% / 8%
Arlington High School	IPS	8%	84%	5%	0%	2%	67% / 14%
James Whitcomb Riley School 43	IPS	6%	88%	2%	0%	3%	88% / 12%
Indiana School for the Blind	Other	78%	16%	0%	0%	5%	59% / 5%
Flanner House	Other	0%	11%	0%	0%	0%	61% / 12%

Elem. School							
Indiana School for the Deaf	Other	73%	17%	8%	0%	1%	NA
Charles A Tindley Accelerated	Other	0%	99%	0%	0%	1%	NA
The Orchard School	Other	75%	12%	1%	4%	7%	NA
Fox Hill Elem. School	Washington	24%	51%	19%	1%	5%	51% / 10%
Greenbriar Elem. School	Washington	27%	55%	11%	0%	6%	52% / 10%
Harcourt Elem. School	Washington	18%	53%	17%	3%	9%	51% / 12%
Nora Elementary School	Washington	39%	27%	25%	2%	7%	51% / 12%
North Central High School	Washington	56%	35%	6%	1%	2%	18% / 7%
Ben Davis High School	Wayne	61%	29%	6%	2%	3%	12% / 9%
Stout Field Elem. School	Wayne	68%	18%	10%	0%	3%	66% / 13%
Chapel Glenn Elem. School	Wayne	69%	21%	5%	0%	4%	46% / 8%
North Wayne Elem. School	Wayne	31%	52%	5%	2%	11%	42% / 9%
Amy Beverland Elementary School	Lawrence	66%	27%	1%	0%	6%	19% / 4%
Lawrence North High School	Lawrence	55%	34%	6%	2%	3%	17% / 8%
Plainfield Kindergarten Center	Plainfield	93%	0%	2%	2%	2%	11% / 4%

Additional evidence of candidate performance includes artifacts such as reflective journals, lesson plans, case analyses, projects, professional development logs, and portfolios. Student teachers are evaluated on their ability to work with diverse populations.

Candidates are able to learn and practice how to develop a classroom/school climate that values diversity in the majority of our courses. In EDU 446 Creating Positive Classroom Environments candidates participate in Community Circle, are trained in Conflict Resolution and attend parent meetings at the Center for Community Involvement located in the Indianapolis Public School System. The mission of this center is to empower diverse, marginalized parent groups to be a proactive force in their child's education. The student teaching portfolio and evaluations reflect our candidates' abilities to put these desired dispositions into practice.

Candidates also learn different teaching and learning styles and have the ability to adapt instruction in all courses. In EDU 230 The Inclusive Classroom and EDU 315 Differentiated Strategies for Teaching and Learning particular attention is paid to teaching candidates how to identify learning styles and adapt lesson plans and teaching strategies accordingly. Student teaching provides the final opportunity for candidates to demonstrate their ability to do this in a diverse school setting.

Current educational issues and problems are addressed in both EDU 230 and EDU 368. Topics include the overrepresentation of African American males in special education and the under representation of students of color and poverty in gifted education.

Candidate dispositions are also evaluated periodically throughout the program. Disposition sheets are completed by both faculty members and candidates as they progress. Our Phase assessment system also provides feedback to candidates in order for them to improve their knowledge, skills and dispositions.

Our MAT Program incorporates Marian's Catholic Franciscan values as well as including a core concentration in second language learning. MAT candidates prepare to be mainstream classroom teachers, while also learning how to best teach children whose native language is not English. The program includes a strong emphasis on cultural and linguistic diversity in today's classrooms. All interns in the MAT program are required to complete a "Community Intercultural Internship" during the first block of the program. Interns must spend 15 hours in the community with people from language and cultural backgrounds different from their own. Interns must also complete their own "Cultural Self-Assessment" to help them begin to understand the impact of their own culture on their lives.

EDU 516 immerses the MAT candidates in multicultural theories, research and dispositions. Mainstream multicultural literature such as, We Can't Teach What We Don't Know – Howard and Multicultural Education – Bennett are introduced as well as more challenging readings from Black Students Middle Class Teachers – Kunjufu and The Handbook of Research on Multicultural Education –Banks.

The following is a list of just some of the professional conferences attended by MAT students and faculty members this past year: Marian Mosaic Professional Development Workshops, Asante Children's Theatre, Eiteljorg workshop on teaching about Native Americans, Indianapolis Public Schools Infusion Conference, Indiana Teacher of English to Speakers of Other Languages, Best Practices in Teaching African American Students, and the Indiana Association for the Education of Young Children.

As well as attending conferences Project Bridge has allowed us to significantly improve our Education Library reference materials. Over the past three years we have purchased over 2,700 books, 10 CD's, 15 audio tapes, 430 videotapes 130 reports/journals and over 700 textbooks, most of these relating to multicultural topics.

Element Two: Experiences Working with Diverse Faculty

Marian College's Education Department is committed to providing candidates the opportunity to work with diverse faculty members in the college and in PK-12 area schools.

Marian's faculty have a vast background of experiences that enhance their awareness of diversity issues thus making them better able to communicate the knowledge, skills and dispositions related to diversity. Figure 4.3 shows our department commitment to

improving the recruitment and retention of diverse faculty members while also supporting and initiating change at the institutional level.

Figure 4.3: Marian College Education Department Diversity Plan

Experience Base	Program Curriculum	Recruitment & Retention of Students	Supporting & Initiating Change at Institution	Recruitment of Diverse Faculty
<i>Mission – To increase our individual and collective experience base concerning multicultural/transcultural studies and diversity</i>	<i>Mission – To prepare multicultural and transcultural teacher educators who are culturally competent</i>	<i>Mission – To recruit and retain more minority education students</i>	<i>Mission – To encourage/assist college in creating and executing a diversity plan</i>	<i>Mission – To recruit and retain more minority faculty (diversity in socioeconomic, age, race, gender, region, nationality, religion, ability) in the education department</i>
<p>Goal 1: Produce common definition, dispositions, and best practices Began: Fall, 2003 Completed: Fall, 2003</p> <p>Sources: Banks/Banks Handbook and NAME Information</p> <p>Evidence: Department Disposition Statement</p>	<p>Goal 1: Implement multicultural education and diversity into all education department courses Began: Fall, 2002</p> <p>Evidence: Multicultural/Transcultural Education Analysis Charts, Course Syllabi, Sample Course Materials, and Student Work</p>	<p>Goal 1: Attend Minority Recruitment Events Began: Fall, 2003</p> <p>Evidence: List of Events/Activities and Programs/Flyers</p>	<p>Goal 1: Lobby for College Diversity Plan Began: Fall, 2001</p> <p>Evidence: Department Chair Report Memos and Notes, College Plan</p>	<p>Goal 1: Recruit/Hire a tenure track minority faculty member</p> <p>Evidence: Hired: Fall, 2001 <i>Dr. Cathi Cornelius-Robinson</i></p>

<p>Goal 2: Create Multicultural/ Transcultural Education Analysis Began: Fall, 2001</p> <p>Evidence: Faculty Meeting and Retreat minutes, Summary of Charts</p>	<p>Goal 2: Update our knowledge, skills and dispositions and align to Best Practice in Multicultural Education Began: Fall, 2001</p> <p>Evidence: Department Disposition Statement, List of Conferences, Workshops, Speaker Series; Readings; Organization, Agency and Community Partnerships; and School Practicum Partnerships</p>	<p>Goal 2: Network with Minority Professional Organizations and Agencies Began: Fall, 2001</p> <p>Evidence: List of Organizations and Agencies</p>	<p>Goal 2: Recruit fellow colleagues from other departments to attend a diversity seminar in hopes of securing a diversity workshop consultant for college professional development day(s)</p> <p>Evidence: Fall, 2004 College Colleagues Recruited for Seminar include: Dr. Bill Mirola (Honors and Sociology) Dr. Carolyn Johnson (Study Abroad and History) Cheryl Hertzler (MAT and Education Department)</p>	<p>Goal 2: Recruit/Hire a Multicultural Studies Director</p> <p>Evidence: Hired: Fall, 2001 <i>Dr. Cathi Cornelius-Robinson</i></p>
<p>Goal 3: Enhance Profession Growth through Conferences, Seminars, Workshops, Speaker Series, School Partnerships and Readings</p> <p>Evidence: Faculty Professional Development Plans and Professional Reading Lists</p>	<p>Goal 3: Incorporate Diversity and Multicultural/ Transcultural Studies into our individual professional development plans Began: Fall, 2003</p> <p>Evidence: Professional Development Plans</p>	<p>Goal 3: Establish a Minority Recruitment and Retention Committee comprised of minority alumni and professional partners Began: Fall, 2004</p> <p>Evidence: Committee Roster and Meeting</p>	<p>Goal 3: Attend a Seminar w/colleagues from other college departments by NEMNET: National Employment Minority Network <i>Overcoming Obstacles to Recruiting Minority Teachers,</i></p>	<p>Goal 3: Recruit/Hire non-tenure track diverse faculty members</p> <p>Evidence: Christine Squier: Canadian Karen Bevis: Catholic School Administrator Patty Koors: Immaculate Heart-Visual Impairment</p> <p>Male Faculty (4): Mr. Troy Watson</p>

		Minutes	<i>Administrators, and Coaches</i> www.nemnet.com Sept. 28, 2004	Dr. Kenneth Carlson (retired) Mr. Doug Stotts Mr. Sherman Wallace (retired) (1999-2002) Vanessa Fletcher- Early Childhood Licensing Instructor, African American Dr. Arlene Coleman (2005), Administrator, African American
Goal 4: Increase Knowledge, Skills and Dispositions concerning Minority Recruitment and Events Evidence: List of Events/Activities	Goal 4: Increase Diversity Training, Seminars, Speakers available to the Department Evidence: List	Goal 4: Develop a Recruitment and Retention Plan Began: Fall, 2004 Evidence: Plan and Meeting Minutes		Goal 4: Recruit/Hire minority staff members and student workers Hired: Fall, 2001 Carmen Polk – Department Secretary Raneisha Karim- Student worker (2001- 2002) Shannel Jackson- Student worker (2004-present)
Goal 5: Network with Minority Professional Organizations and Agencies and Schools Evidence: List of Organizations and Agencies				
Goal 6: Diversity Training, Seminars, Speakers available to the Department Evidence: List				

Several faculty members also continue to travel to foreign countries regularly to complete mission work, teach abroad, and learn about other cultures.

Throughout their field experiences candidates are able to work with diverse principals, teachers, and school staff members in diverse school settings. Working with diverse personnel has been an intentional objective of the unit for the last five years. The unit is currently beginning to document candidate experiences in working with educational professionals of diversity. (See Figure 4.4)

Figure 4.4: School Personnel Diversity Demographics 2004-2205

School	District	Course	White	Black	Hispanic	Asian	Multiracial	Bilingual
Harcourt Elementary	Washington	EDU 175	6-T 2-SS	2-T 1-P 2-SS	1-T	0	0	1-T
Flanner House	Indianapolis Charter School	EDU 175	4-T	6-T 2-D 5-SS	0	0	0	0
IPS #43	IPS	EDU 175	6-T	2-T 1-P 2-SS	0	0	0	1-T
St. Monica	Catholic Schools	EDU 175	8-T	0	1-T	0	0	1-T
Orchard	Private School	EDU 325	6-T 2-SS	2-T 1-D 3-SS	1-T	0	0	1-T
Nora Elementary	Washington	MAT 516	4-T 1-P	2-T	3-T 1-SS	0	3-T	

Legend:

T-teacher; P-principal; SS-support staff; D-director

Marian College has formed a “Diverse and Talented Student Body Task Force”. Its goal is to develop and support strategies and programs that will assist in the recruitment and retention of both liberal arts and professional studies students who:

- have the academic talent to benefit from a liberal arts based education that seeks to develop in the a broad, multi-dimensional and critical inquisitiveness
- have and appreciation for an education that includes the Franciscan concern for the spiritual and ethical dimensions of human living as part of their educational experience and
- contribute to the ethnic, racial and social diversity that is critical to a well-rounded education experience for all students

While diversity is admittedly lacking in the Marian College Personnel Demographics (see Figure 4.5) the unit has worked diligently to recruit and retain diverse faculty and staff. It is the unit’s mission to institutionalize practices, policies and dispositions related to advancing diversity across the campus.

**Figure 4.5: Marian College Full Time Faculty Demographics
Fall 2004**

	Men	Women
Nonresident Alien	0	0
Black, non-Hispanic	0	1
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Hispanic	1	0
White, non-Hispanic	33	35
Race/ethnicity unknown	0	0
Total full-time faculty	34	36

Element Three: Experiences Working with Diverse Candidates

Currently we are members of the IABSE University Partnership for Recruitment and Retention. The mission of this organization is to recruit and retain more students of color (especially African Americans and Latinos) and males into education preservice teaching programs and school systems. This joint effort includes Marian College, IUPUI, Indianapolis Public Schools and Warren Township Schools. The group meets periodically to discuss strategies and provide educational organizations with intervention and resources.

Unit faculty and candidates also have become active in the Indiana Unit of the National Association of Multicultural Education (INNAME) organization. Faculty members and candidates plan and attend conference, events, seminars, and educational related cultural professional development events.

On campus our faculty and staff members have taken leadership roles in both the Union for Black Identity (UBI) and Spanish Tertulia. Currently UBI has 45 members and 8 officers. Both groups have worked at the international festival, and with the international club as well as supporting multicultural film nights and plays at the Phoenix Theatre. In working with these groups we are able to promote multicultural activities to all education students. UBI plans and hosts seven or more cultural and educational events annually.

The unit strives to retain current diverse candidates as well as recruit more diverse candidates into unit programs. National higher education statistics reflect our current demographics. Our department diversity plan includes unit and institutional diversity training goals to significantly increase the numbers of diverse student groups throughout the department and across the campus. The following are enrollment statistics for Marian College and the Education Department:

Figure 4.6: INSTITUTIONAL UNDERGRADUATE ENROLLMENT

	Full-time		Part-time	
	Current Year	Prior Year	Current Year	Prior Year
MEN				
<u>Non residential alien (International)</u>	7	0	1	0
<u>Black, non-Hispanic</u>	26	26	12	3
<u>American Indian or Alaskan Native</u>	3	0	0	0
<u>Asian or Pacific Islander</u>	2	4	0	0
<u>Hispanic</u>	3	6	0	0
<u>White, non-Hispanic</u>	229	217	43	36
<u>Race/ethnicity unknown</u>	10	9	14	3
TOTAL MEN	280	262	70	42
WOMEN				
<u>Non residential Alien</u>	9	0	1	0
<u>Black, non-Hispanic</u>	100	83	107	96
<u>American Indian or Alaskan Native</u>	5	8	0	2
<u>Asian or Pacific Islander</u>	7	4	0	1
<u>Hispanic</u>	14	13	10	1
<u>White, non-Hispanic</u>	512	458	131	136
<u>Race/ethnicity unknown</u>	35	33	63	36
TOTAL WOMEN	682	599	312	272

Figure 4.7: UNDERGRADUATE EDUCATION STUDENTS

	Full-time		Part-time	
	Current Year	Prior Year	Current Year	Prior Year
MEN				
<u>Non residential alien (International)</u>	0	0	0	0
<u>Black, non-Hispanic</u>	0	1	0	1
<u>American Indian or Alaskan Native</u>	0	0	0	0
<u>Asian or Pacific Islander</u>	0	0	0	0
<u>Hispanic</u>	0	0	0	0
<u>White, non-Hispanic</u>	10	17	0	1
<u>Race/ethnicity unknown</u>	0	1	0	0
TOTAL MEN	10	19	0	2
WOMEN				
<u>Non residential Alien</u>	0	0	0	0
<u>Black, non-Hispanic</u>	8	9	8	10
<u>American Indian or Alaskan Native</u>	1	1	0	0
<u>Asian or Pacific Islander</u>	0	1	0	1
<u>Hispanic</u>	4	4	0	0
<u>White, non-Hispanic</u>	82	84	3	11
<u>Race/ethnicity unknown</u>	8	10	1	1
TOTAL WOMEN	103	109	12	23

MAT Enrollment 2005-2006

4 Caucasian males

1 African American Female

1 Brazilian Female

6 Caucasian Females

Element Four: Experiences Working With Diverse Student in P-12 Schools

Throughout their field experiences, candidates work with diverse populations and students from different ethnic, racial, socioeconomic, special needs and cultural backgrounds.

During early field experiences candidates are expected to use information about students to plan and organize lessons that accommodate for developmental and cultural differences. Candidates are required to develop a class profile during their student teaching experience and use this profile to adapt lessons accordingly.

Candidates are provided feedback from College Supervisors, cooperating teachers and portfolio raters in order to help them reflect on their ability to help all students succeed. Content and Developmental Standards regarding diversity are evaluated throughout the student teaching experience. Each time a college supervisor makes a visit the student teacher is give feedback in all aspects of their student teaching experience including the following areas:

- adapts for students with special needs
- personalizes instruction for individual students
- displays knowledge and appreciation for students' interests, cultural heritage, and/or language
- recognizes individuality of students
- uses resources for students with special needs
- demonstrates respect for students and students' culture
- encourages positive interactions among students

Unit faculty work hard to establish and maintain collaborative relationships in schools with diverse students, faculty and staff demographics.

Standard Five: Faculty Qualifications

Marian College faculty in the Education Department 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 department systematically evaluates faculty performance and facilitates professional development.

Most notably, in the past two years, the department has piloted a peer evaluation model that is based on a descriptive review model. In 2003-2004, faculty met in clusters of three to share and review professional aspects of their role as members, including teaching, service and scholarship. This past year 2004-2005, faculty worked in pairs to observe each other's classrooms and review their portfolios. These documents were then used by the chair to create annual performance reports.

Additionally, over the past four years, the department has begun producing productivity reports to catalogue the visible as well as invisible contributions faculty make to the department. Summaries of these reports will be available on site. Faculty will have copies of their charts in portfolios to be reviewed.

Element One: Qualified Faculty

Faculty in the Education Department teach undergraduates and graduates in the MAT program. Currently, there are eight full time faculty, one pro-rate faculty member, and one full time staff director of Project Bridge, one part time staff and one full time secretary in the Education Department. Seven of the full time faculty hold doctoral degrees and all are tenure track. Five have tenure. Three have masters degrees and are not tenure track. An additional eleven adjunct faculty teach education courses or supervise field experiences. All Education Department faculty have previous experience as P-12 teachers. Two also have administrative experience.

Clinical faculty who mentor Marian candidates also hold credentials that qualify them to serve in this role. In order to supervise a teacher candidate the mentor must meet the following criteria:

- Have a minimal of three years teaching experience,
- Be recommended by a school administrator or Marian College Education Department faculty member,
- Be willing to work with the Marian College candidate, and
- Hold a current teaching license for their current teaching position.

The Coordinator for Student Teaching keeps a database of cooperating teachers for the undergraduate program. Records are kept of candidate and college supervisor evaluations of prior cooperating teachers. The director of the MAT program keeps records for mentors of the interns. These mentors must have completed the state approved teacher mentor training or have other related mentor training to be eligible to

serve as mentors. The MAT program currently uses thirteen schools for interns' candidate teaching placements and there are currently 61 mentors available. All faculty who supervise candidate teachers also teach courses. 57% of the clinical faculty who supervise undergraduate student teachers have a master's degree.

Element Two: Modeling Best Professional Practices in Teaching

Teacher Education has been a cornerstone of the college since its inception. Teaching effectiveness is highly valued at Marian College. Evidence of strong teaching is needed for promotion, tenure, and annual evaluations.

Faculty have in-depth knowledge of the new conceptual framework and this knowledge is reflected in course syllabi, teaching, and course requirements. Two of the current faculty were involved in the original development of the tapestry in 1990, the basis for the current conceptual framework and all current faculty were involved in the latest revisions, which occurred during a department retreat in December, 2003. Faculty understand and communicate to candidates the importance of the framework and dispositions as foundations for the education programs. All syllabi share a common framework emphasizing the program theme and the standards addressed in the course. A variety of assessments is utilized within courses and provide opportunities for candidates to demonstrate their knowledge, skill, and dispositions of the components in the conceptual framework. Assessments on syllabi include discussion, presentations, projects, and written or oral evaluations.

Faculty knowledge of content is evidenced by

- All seven full time, tenure track faculty hold a terminal degree, and the other full time faculty, one part time faculty, and the full time professional staff have advanced degrees.
- All hold teaching licenses,
- Faculty-developed syllabi, and
- Candidate assessments of course and instructor

For example, in the fall 2004, 195 candidates completing a course evaluation and responding to item number 10 "My understanding about course subject matter was advanced/strengthened," gave the item a 4.13 rating on a 5 point scale.

Faculty in the Education Department use a variety of instructional strategies to enhance their teaching, including technology. Faculty are expected to emphasize active participation of candidates in their courses. The college has two large computer labs and several smaller departmental labs. Faculty are expected to model use of technology in their course teaching.

The Department, with the development of the MAT program, has made a concerted effort to include more information and practice about English language learners within all courses, including those at the undergraduate level. All faculty have read relevant materials and attended workshops related to second language learners. The department is

presently reviewing the courses needed to co-offer a minor in ESL with the English Department.

Element Three: Modeling Best Professional Practices in Scholarship

Teacher Education faculty are engaged in a variety of scholarly activities related to their disciplines as well as their interests. Annually, faculty present at national, state, and local conferences, including AACTE, AILACTE, the American Council on Rural Special Education HASTI, IAAYC, ICE, INCEC, INTESOL, and NAME. Faculty occasionally engage in scholarship with teacher candidates. Faculty and candidates have presented at ATE, CEC, ICC (Indiana Campus Compact), INTESOL, NCTE, and others. Additional scholarship activities include serving on editorial boards, reviewing books, and leadership in professional organizations. Scholarly activity includes the successful development of grant proposals.

In the past eight years, the department has been awarded almost \$1m in grants to support development of programs in the department and professional development for K-12 schools as well as college faculty.

The college annually offers Professional Development mini-grants. Faculty may apply for up to \$750 for professional development activities. Education Department faculty frequently receive these grants.

The following figure shows the activity for which the faculty received the mini-grant:

Figures 5.1 – 5.5: Professional Development Awards

Figure 5.1: 2004/2005

<i>Faculty</i>	<i>Amount</i>	<i>Activity</i>
Accetturo	337	ISRA conference
Blackwell	686	NAME presentation
Blackwell	750	El Salvador trip
Cornelius-Robinson	750	NAME presentation
Grissom	280	ICE training
Hall	750	Nicaragua teaching trip
Hertzer	750	El Salvador trip

Figure 5.2: 2003/2004

<i>Faculty</i>	<i>Amount</i>	<i>Activity</i>
Blackwell	520	Peer Review conference in Nebraska
Brouse	675	NAEYC in Chicago
Cornelius-Robinson	750	NAME presentation
Grissom	750	Schools Attuned training
Hall	750	Chile teaching trip

Figure 5.3: 2002/2003

<i>Faculty</i>	<i>Amount</i>	<i>Activity</i>
Blackwell	750	TESOL in Baltimore
Brouse	260	Midwest AEYC in Illinois
Accetturo	265	ISRA presentation

Hall	750	TESOL
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Figure 5.4: 2001/2002

<i>Faculty</i>	<i>Amount</i>	<i>Activity</i>
Beesley and Hall	750	Teacher training in Haiti
Hertzer	750	El Salvador trip

Figure 5.5: 2000/2001

<i>Faculty</i>	<i>Amount</i>	<i>Activity</i>
Accetturo	172	NCTE National conference
Beesley	353	Hoosier Association of Science Teachers presentation
Blackwell	750	El Salvador
Brouse	300	Service Learning Conference at Notre Dame
Hall	85	Butler Children's Literature conference
Hall	60	INTESOL
Hall	60	IRA presentation

One faculty member sought and received a semester-long sabbatical in 2002.

Element Four: Modeling Best Professional Practices in Service

Service is included on the annual faculty evaluation form and is especially valued within the Education Department. Service to the profession, college, and within the community is encouraged. Education Department faculty have served on most college committees, are active in P-12 schools, and participate in professional organizations. In addition, faculty contribute to society as part of religious and charitable organizations. Faculty report membership and participation in national, state, and local professional organizations.

Three faculty members and one staff member have traveled to other countries as part of outreach in teacher preparation or youth development. All faculty members are involved in working closely with P-12 schools. For example, language arts and social studies courses are taught at an area elementary school. Candidates work directly with children and have class lecture at the school site. The principal is pleased with the relationship and looks forward to its continuation. Kindergarten and pre-school field work occur at schools or centers in which faculty have established solid relationships. All faculty members have direct contact with P-12 faculty either through conversations, advisory boards, or supervision of field experiences.

Indiana Campus Compact, a service learning organization, offers funds for accepted proposals. Department faculty have supported candidate requests for funds and have applied for funds for course activities. For example, one faculty member used funds to purchase literature for a high school class. One faculty member has served as the chair of the advisory council for Campus Compact.

In addition, the Rebuild My Church grant provided assistance for one candidate for a trip to Haiti, where she accompanied a faculty member who helps train teachers. Another faculty member was part of the team which wrote the proposal for this grant.

Faculty members within the unit have leadership roles in many service organizations.

Element Five: Collaboration

Education Department faculty members collaborate with colleagues in P-12 schools, with college faculty in other departments, and with other professionals on a regular basis. All endeavors have a collaborative spirit to ensure full participation.

Department faculty members interact closely with school personnel during supervision of field experiences. Faculty members make their own placements for early field experiences, while the Director for Student Teaching handles the actual work of placing candidate teaching candidates. She works with peers in the department to assure the best placements for candidate teaching.

The Director of Secondary Education works closely with departments offering majors for licensing. For example, the EDU 163 course was developed with the assistance of New Augusta Public Academy North 10 years ago thus allowing all secondary candidates an opportunity to work in middle school classrooms. This relationship has proven to be an exceptional one for the candidates. The secondary general methods class has met at Lawrence North for four years, establishing a strong relationship with teachers in that school also.

The Education Department works closely with several area public schools and several Catholic Schools. In candidate teaching, the department is attempting to move toward a strong P.D.S. relationship (ie. The establishment of several elementary schools for candidate teaching). This has been a slow but needed initiative to ensure more consistency with placements. Efforts have begun to do additional coaching with cooperating teachers.

Professional development for cooperating teachers occurs the semester prior to the placement. Additionally, the director has begun small outreach training sessions with the teachers at their schools. More has been planned. In terms of the mentors for the MAT program, all mentors must have training. For several years, the department ran its own mentor training model, based on the IPSB standards so that mentors could also be accredited to become mentors in the Beginning Teacher Program. However, as districts began developing their own mentor training programs, the need for the Marian program diminished. Now, mentors are trained as needed by the program in the summer to meet the needs of our interns. The department continues to support the mentor training program of the Archdiocese of Indianapolis by providing graduate credit.

The department also spent a year developing the Catholic School Educator (CSE) program with the Archdiocese. The program has finished its first year. This is a strong

collaboration with five elementary schools and one secondary school, developed to prepare teachers for Catholic school teaching. It is part of the Rebuild My Church initiative.

The MAT program was developed earlier with three public elementary schools, all schools with high English language learner populations. Teachers from the schools worked with faculty members to adapt the departmental standards and infuse selected standards from the Indiana Teaching Standards for English as a New Language. This program continues to have exceptionally strong relationships with the schools.

The department maintained several advisory boards for many years. In 2003, however, all were combined into two groups, each of which meets yearly. This change was made to accommodate changes in the college's attempt to do more outreach with the community. Yearly candidate reports are prepared for both the Undergraduate Advisory Board and the MAT Advisory Board.

Beginning in 2004, the department included P-12 faculty and faculty from the liberal arts departments at Marian College to review undergraduate and MAT portfolios. This combined review process has been very beneficial in pointing out differences in understanding of expectations, meanings of terms, and differences in perceptions of candidate abilities.

Element Six: Unit Evaluation of Professional Education Faculty Performance

Marian College has a systematic evaluation process for all faculty. Faculty annually complete a professional development plan which is reviewed with the Department Chair. At the end of each year, the plan is reviewed and evaluated, used for the annual evaluation report, and adjusted for the next year. Faculty also complete an annual faculty review form at the end of each school year.

College wide, new tenure track faculty are evaluated annually and prepare a portfolio after the third year at the college. Tenure review occurs after the sixth year of teaching. Post tenure reviews occur every five years.

All non-tenure faculty are evaluated each semester for each course taught, using candidate completed course evaluations. Tenured faculty have candidate course evaluations completed the semester prior to post tenure reviews. Faculty, not included in the above groups, also usually have candidates complete course evaluations each semester. Some faculty also develop their own course specific candidate evaluations in addition to or in lieu of college course evaluations. College course evaluations are scored and means are provided by item and the course is compared to results of all Education Department courses and courses college wide. Several open ended questions allow candidates to state areas of strength, weakness, and to offer suggestions.

During the 2004/2005 school year, the Education Department piloted a peer review evaluation process. A specific form was developed which included the college

promotion categories combined with ATE standards. Pairs of faculty observed each other teach, and discussed the observation. In June, 2005, after portfolios were completed, the pairs reviewed the information and noted areas of strength and work areas. The unit will refine this review process during the 2005-2006 school year.

Element Seven: Unit Facilitation of Professional Development

Each faculty member develops an annual professional development plan which addresses teaching effectiveness, scholarship, and service. The plan is discussed with the department chair. Faculty are asked to link their goals to department goals and to items cited as *work areas* from the previous year.

Faculty members are encouraged to engage in professional development that enhances their role as educational leaders. The Education Department budget allocates \$100 per faculty member for professional development. This may include a subscription to a journal, membership in a professional organization, or attendance at a conference.

The Professional Development Committee annually offers mini-grants of up to \$750 to faculty for professional development activities, as mentioned earlier. Faculty members in the Education Department have frequently receive funding. The Professional Development committee also plans the community day activities which occur at the beginning of each semester. Department faculty have been members of this committee for many years

In the fall, 2004, the Education Department, as a result of a monetary gift sponsored a symposium on brain research, titled “Brain and Literacy Research: Imaging the Thinking Brian” presented by Todd Richards and Virginia Berninger. Many college faculty, candidates, and other professionals from the community attended. This was the first research symposium sponsored by the Education Department focusing on the most recent research on brain imaging.

Each summer the department, through the MAT program, arranges Marian Mosaic workshops which support the emphasis on second language learners. All MAT interns attend and the presentations are open to faculty and other area professionals. The July, 2004 presentations were, “Facilitating Learning for English Language Learners in the Content Areas,” “Teaching Hispanic Candidates Successfully and Holding High Expectations for all Candidates,” and “Hispanic Culture: What Teachers Need to Know.” The June, 2005, three day workshop was presented by Stephen Cary.

The Director of the MAT program is frequently invited to attend area meetings, facilitate discussions, or present information about English language learners.

Three faculty have attended NCATE training and two have participated on Board of Examiners review teams. An additional person is scheduled to participate this fall.

Marian College offers a sabbatical leave program. Leaves are granted for one semester with full pay or one year with half pay. One faculty received a one semester leave in the fall, 1997 and another received a semester leave in the spring, 2002.

The department and college provide assistance to new faculty. A formal mentor program does not exist, but faculty attend new faculty training and department faculty provide assistance based on their areas of expertise. Adjunct faculty attend a two day training session, provided by the college. The Education Department also has a handbook for adjunct faculty. The college holds meetings regularly to apprise faculty of changes in advising.

Standard Six: Unit Governance and Resources

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

Element One: Unit Leadership and Authority

The Education Department has provided leadership in multiple ways. The unit governs all of its own programs. Given the small size of the department, the chair works closely with the director of each program. All programs are housed in the department. The department coordinates all accreditation and state approval procedures and oversees all curricular and program changes. Full time faculty advise candidates with elementary education majors and special education minors. Secondary candidates are co-advised by the Director of Secondary Education. Candidates in secondary education study for majors in various liberal arts and are fully advised by faculty in their respective departments. MAT interns meet with the program director and are assigned a college supervisor for their field experiences. The college has a Learning and Counseling Center (LCC) which provides academic and personal counseling. Candidates may request a tutor for a specific course, at no cost to the candidates.

The Teacher Education Committee (TEC), a standing committee of the college, reviews, approves, and recommends curricular revisions and policies for all teacher education programs. The membership of TEC includes representatives from each education program, a candidate chosen by the Marian College Candidate Association, and an elected member from each of the three college divisions, Languages and Communication, Sciences, and Professional Studies. The committee chair is an education department faculty. The functions of the TEC are explained in the Faculty Handbook. The TEC also oversees the unit assessment system.

The chair of the Education Department is the unit head and oversees the development of teacher education programs. During the 2003/2004 school year, a Dean's Council was created, including all department chairs, to provide input to the Academic Dean and College President. The Academic Policies Committee acts as the overseer for the college concerning course issues. The Faculty as a whole meets monthly and vote on issues presented by all college committees.

The following list of committees directly impacts the teacher education programs at Marian College: Promotion and Tenure, Academic Policies, Teacher Education, and General Education Policies.

The unit is viewed as a leader in the field of education in the state as well as on campus, and especially within local school systems. Examples of this include the number of local schools accepting our candidates for field experiences, the continuing relationships with mentors for the interns in the MAT program, and the number of graduates who are hired to teach in the local school systems. The unit received a Parent and Family Engagement award from AACTE in 2002. The MAT Program Director is frequently invited to attend,

facilitate, and present at area meetings concerning English as a Second Language. Hosting the symposium on literacy and the brain, while a new venture, is another example of the department searching for additional ways to lead the general education community. The unit often has hosted meetings for Indiana Association of Colleges for Teacher Education (IACTE). The department has participated in various initiatives with other colleges. The Small College Forum was initiated to address lobbying issues with the Indiana General Assembly. Marian was one of the founders. The TEACHER consortium is a collaboration with three other liberal arts institutions in the Indianapolis area. This consortium is responsible for sharing the responsibilities of offering T2T programs and sponsoring *Spirare*, an undergraduate education journal.

The unit collaborates with other faculty and P-12 practitioners in program design, delivery, and evaluation of the unit and its programs (e.g. MAT program; Catholic School Educator Program). An Advisory Board meets to receive information and give input on all programs. TEC meets regularly and information is shared with the faculty at monthly faculty meetings. The Secondary Education Director and unit chair meet as needed with colleagues in other departments at the institution.

The unit's recruiting and admission practices are clearly and consistently described in all college publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.

Element Two: Unit Budget

The Education Department receives funds from the college on a basis consistent with other departments within the college. For the 2005-2006 academic year, all budgets have been cut.

Figure 6.1: Budgets for Selected Departments

Fiscal Year	Academic Affairs Operating Expenses	Education Department Budget Allocation	Education Department's Percentage of the Academic Affairs Budget
2001-2002	315,913	36,250	11
2002-2003	402,159	41,080	10
2003-2004	417,363	38,280	9
2004-2005	462,044	38,750	8
2005-2006	496,987	43,544	9

Figure 6.2: Unit Budget Pattern

Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
	36,418	40,888	43,332	36,250	41,080	38,280	38,750

Budget sources

The budget at Marian College is determined by tuition income. The Education Department has control over determining how monies are spent. The department has

received support for some capital expenses in the past few years. Courses requiring additional materials are supported by the fee structure. Candidates pay fees to support particular courses (technology, expressive arts, kindergarten, candidate teaching, for example). The college catalog identifies fees required in courses. This past year, the college authorized a new budget line for assessment work. This recognition that assessment practices take resources has enabled departments to compensate people partially for their time. There is no budget line for clinical work. Support for schools has come completely from external funding. Most recently, however, the college approved the permanent position of the research assistant (currently funded under OELA grant funds) to enable the department to handle the data collection for the MAT program and the undergraduate programs.

The department also has a library budget of about \$3000 per year to purchase journals, books, and online resources. In 2004/2005, the Education Department’s library budget was 2% of the library materials budget. The department has not yet been able to secure funds to catalogue its holdings in the Education Department curriculum lab.

External grant monies

The unit received a Title II state grant to develop its MAT program. Year one amount was \$122,000 and year two total was 119,000. Currently, the Bridge to Achievement grant (OELA funded), which oversees the MAT program, provides additional funds for P-12 faculty who participate in the program. It also provides resources to the schools and pays stipends for P-12 teachers who participate in professional development opportunities. This grant also annually allows the department to purchase additional materials related to English language learners, and provides monies to partner schools for resources. The grant has been used to pay tuition for specific courses – training of P-12 teachers to enhance the work of the department. The department library, housed in Marian Hall room 6, holds the approximately 2000 items purchased with these funds.

Figure 6.3: OELA Grant Award

Year	Grant Total
2002-2003	175,438
2003-2004	169,496
2004-2005	165,781
2005-2006	165,734
2006-2007	164,966

Element Three: Personnel

Faculty portfolios and resumes show that faculty are engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service to the community. Faculty also professionally contribute on a community, state, and national basis.

Personnel resources (paid, on-campus) have increased within the past few years. A pro-rata faculty member teaches one course and coordinates the undergraduate candidate teaching placements. Approximately four years ago, a director for Project Bridge was

hired to supervise and teach in the MAT program. Two years ago a part time position was funded by the OELA grant. This person supports the Director of the MAT primarily but also functions as the research assistant to the full program. Her efforts help us keep candidate data records and promote the MAT program and its professional development opportunities for K-12 teachers. The Education Department is only one of three academic departments with an assigned full time secretary. Three years ago a non-tenure track position was provided to reduce the number of adjunct faculty hired within the department. The Education Department currently has six full time tenure track faculty. Eleven adjunct faculty teach courses on a part time basis, two of whom also supervise field experiences. The department also has part time work study candidates who assist with clerical tasks. The department will engage in a search for a tenure-track position to replace the department chair who left the college in June, 2005.

The mentor teachers who agree to accept Marian College interns have at least three years successful teaching experience in their license area, hold a current teaching license in their current teaching position, and are recommended by the school district or education department faculty. Agreements between school districts, the teacher, and the Unit exist for candidate teaching placements.

The college has a faculty handbook that outlines responsibilities. Faculty course loads and other responsibilities are kept at 12 credit hours per semester. If faculty agree to teach an overload or to supervise an independent study, additional compensation is provided. Overloads are kept to a minimum. The 2003 PEDS report shows that 7 faculty taught a total of 99 credit hours at the undergraduate and graduate levels. This was 37 courses.

Element Four: Unit Facilities

The Education Department is located in the basement of Marian Hall. All faculty offices are located here, as are three classrooms. When needed, other department courses are held in the library, other Marian Hall classrooms, and in Clare Hall. The campus has become crowded and classroom space is at a premium.

Currently, only Marian Hall Room 004 in the lower level contains a ceiling mounted projector, computer, and screen. The department has a portable projector and two lap top computers. There are nine other traveling/portable computers with projectors on carts available on campus. Within Marian Hall, there are now twelve classrooms with ceiling mounted projectors and computers. The department also uses the computer lab in the lower level of the library. There is a computer lab on the third floor of Marian Hall and a department lab of fifteen computers in Marian Hall room 1.

Marian Hall Room 004 houses the department library which contains approximately 2000 titles, mainly related to second language learners. The materials include approximately 650 children's books. A faculty member maintains another 600 children's books within her office.

Marian Hall Rooms 004 and 006 serve as curriculum labs which contain previously adopted textbooks for all subject areas. The department has relied less and less on these texts, however, because of the internet use for curriculum planning. The Indiana Department of Education provides all standards and curriculum via the web. Additionally, the schools which supplied extra books from textbook adoption no longer can provide them because of policy changes with textbook publishers to return them. The Education Department also has approximately fifty children's educational software titles. Candidates have a small work area with supplies in which to prepare materials.

Each full time faculty member has a private office equipped with a phone, voice-mail, computer with CD-ROM, and Internet access. All faculty have access to printers, copiers, and fax machines.

The unit has struggled with insuring adequate and safe facilities in the basement. While the departmental area has had cosmetic work completed, the department space is small. Three faculty were moved to different offices during the spring semester, 2005, in order to provide more space and drier conditions. The college has indicated that it will move the department to larger space as soon as it is able.

Technology has improved and continues to be monitored by the Instructional Computer Committee. The unit has had a faculty member on the committee for fifteen years and has received additional technology as a result of committee mini-grant funds. The unit has streaming video capabilities on one computer housed in Marian Hall room 1. Faculty encourage the use of technology and are expected to model its use within courses. All candidates enroll in a two credit course, Educational Technology in Education, and are required to complete portions of phase assessments utilizing technology.

Element Five: Unit Resources Including Technology

The Instructional Technology committee has a five year plan and during the past ten years has raised the level of technology and its use on campus. Approximately ten years ago, a Macintosh lab was created in the library with grant funds that allowed the Education Department to upgrade its Apple lab with Macintosh computers. During the 2004/2005 school year, the college decided to become a one-platform campus and all labs are now Windows compatible. All faculty on campus who had Macintosh computers now have Windows machines. Training was held weekly during May and June to help faculty become proficient on the Windows computers. On May 11, 2005 a half day computer training workshop allowed participants to learn about three different topics. Approximately 40 faculty attended.

An Education Department faculty member has been elected to represent the Professional Studies Division on the Instructional Technology committee for the past fifteen years. The committee offers departments the opportunity to request funds for technology development. The Education Department has received funds for streaming video software with an appropriate computer and for equipment for the Room 004 technology classroom.

The college has the following technology available for candidate and faculty use.

- *Marian Hall computer lab*: 20 Windows computers, with ceiling mounted projector and teacher station, and a scanner
- *Library computer lab*: 20 Windows computers, with ceiling mounted projector and teacher station, and a scanner
- *Education Department computer lab*: 15 Windows computers and a scanner
- *Ruth Lilly Center*: 10 Windows computers
- *Nursing lab*: 10 Windows computers
- *Technology classrooms*: Campus wide there are 22 classrooms with ceiling mounted projectors and computers
- *Library first floor*: 20 Windows computers
- *Traveling/portable units*: Campus wide there are 9 portable projectors with lab top computers, including the Education Department

The Mother Theresa Hackelmeier Memorial Library is the primary provider on campus of scholarly information in all forms from print to electronic. The library's holdings total 147,862 volumes of which approximately 6320 are education related titles. Thirty three periodical subscriptions are education related titles. The library is part of PALNI, which allows inter-library loans. Each department is annually asked for requests for purchases and the unit budget is approximately \$3000.

Using funds from the OELA grant, the department purchased a Plato license for Praxis I review. The faculty were trained in January, 2005, and approximately 60 candidates have been enrolled to use the software.

The Education Department has made a commitment to improving technology within the unit. One aspect is the statistical analysis of candidate data. A part time position is now in place for extensive data collection and oversight of the Unit Assessment System. During the spring, 2005 semester, the unit put all candidate teaching evaluation forms on-line. The college has had a web master for approximately two years and the unit web site is consistently monitored for accuracy. All revisions are made in a timely manner.

Figure 6.4: Technology Expenditures

AY	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Technology Operating Expenses (Campus)	48,095	81,807	78,470	119,705
Education Department	5,000	5530	8959	7079

Figure 6.5: Instructional Technology Budget Expenditures for EDU

Year	Technology	Cost
2001-2002	Streaming Video: 1 Pentium PC Server, & Real Server Software	\$5,000
2002-2003	Five Windows Computers	\$5,530.00
2003-2004	Education new Technology Classroom MH 004	\$8,959.00
2004-2005	Software: Hyperstudio, Kidspiration, Inspiration	\$1,549.00
	Five Windows Computers	\$5,530.00
2005-2006	Five Windows Computers	\$5,530.00