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Indiana State University
 Traditional Program
 2008-09

Print Report Card

Program Information

Name of Institution: Indiana State University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Indiana

Address: 401 N 7th Street
 Room 109
 Terre Haute, IN, 47809

Contact Name: Dr. Susan Powers
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	No	No
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://coe.indstate.edu/ess/index.htm>

Indicate when students are formally admitted into your initial teacher certification program:

Other Upon completion of requirements

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Upon petition, students can move forward to a professional ed course(s) that have a requirement of BCP admission (admission into the teacher education program). Petitions are reviewed by the Executive Committee of the Teacher Education Committee. The conditional admission is good for only one semester - to proceed further the student must meet all requirements.

We have a small number of students who complete the undergraduate teacher education program as post-bscc. The

initial teaching license for Speech Pathology requires a master's degree

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	835
Unduplicated number of males enrolled in 2008-09:	362
Unduplicated number of females enrolled in 2008-09:	473

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	1
Black or African American:	34
Native Hawaiian or Other Pacific Islander:	0
White:	773
Two or more races:	8

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	81.4
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	21
Number of students in supervised clinical experience during this academic year	1719

Please provide any additional information about or descriptions of the supervised clinical experiences:

Average clock hours prior to student teaching are provided here, but they range considerably depending on the program. ELED majors have 164, SPED majors have 197, Early Childhood majors have 96, K-12 content majors have 30 (art), 55 (music) or 97 (PE), and secondary content majors have 40 contact hours. The number of students total in supervised

clinical experiences are duplicated students - i.e. enrolled in multiple classes with clinical experiences. In 2008-09, both secondary and elementary education program began piloting intensive clinical experiences in the semester prior to student teaching - the pilots have demonstrated that students are much more prepared for student teaching as a result.

The number given is the total number of supervised experiences that occurred - it is not an unduplicated number.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	290	238	263
Business Education	6	1	5
Early Childhood Education	4	0	2
Elementary Education	122	109	101
English	11	9	16
Art Education	9	4	3
Music Education	17	15	15
German	0	0	1
Spanish	1	1	0
School Health	1	2	6
Family and Consumer Science	3	2	5
Technology Education	5	8	7
Career and Technical Education	0	0	1
Mathematics	15	11	13
Physical Education	18	12	17
Science Education	7	0	4
Library Media Services	0	1	2
Social Studies	23	21	20
Special Education	36	25	27
SPeech Language Pathology	12	17	18

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the

following academic years:

2008-09: 290

2007-08: 238

2006-07: 263

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: 10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We are in the second year of Noyce grant to attract students from the traditional math major into teaching.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do want to be able to continually increase this number - Math recently revised the curriculum to better prepare teachers.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 5</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We reduced the number of required areas from 2 to 1 to appeal to more students. We have planned a future revision to make it easier for science majors to add a teaching minor.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: 20</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>SPED is a dual major option with Elementary Education. Through initial advising, we work to inform students seeking just ELED to consider adding the SPED major to increase their skills and options after graduation.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Official records indicate only 6 students seeking the minor that leads to licensure as an ENL instructor. The students we know who will complete this minor will not graduate until 2010-11. Anecdotally we know of many more - we need to do a better job of requiring our students to formally declare the minor for record-keeping.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution’s most successful strategies in meeting the assurances listed above:

A research study recently completed showed that our Inclusion class required of all majors had a statistically significant impact on attitudes and preparation for teaching students with disabilities.

As part of the TOTAL program, all Elementary and Special Education majors complete an extended field experience prior to student teaching. During this experience they 3 days a week, all day for most of the semester co-teaching in an elementary class. All placements for this FE are in low-income schools, and must complete a final report that in which student indicate how they would differentiate instruction for low income students. Overall, the district in which we place all pre-service teachers (P-12) for field experiences ranks at the top in the state for percentage of free and reduced lunch.

We have extended the pre-student field experience opportunities such that all Elementary/Special Education students spend over half of a semester full-time in a classroom co-teaching, and Secondary/All-Grade majors spend 5 weeks co-teaching a class every day.

To help teachers respond to LEAs, we actively place students in our Professional Development Schools and have a program developed with the local school district that brings in an experienced teacher for a year to work with our faculty and students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score

133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	5					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	195		195	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	137		137	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	137		135	99		

5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	197		196	99		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	137		137	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2006-07	144		143	99		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	193		193	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	130		130	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	133		132	99		
020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	32		32	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	24		24	100		
542 -ED EXCEPT STUDENTS: MILD MODER.						

DISABIL Educational Testing Service (ETS) All program completers, 2006-07	29		29	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	28		28	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	21		21	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	23		23	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	107		101	94		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	80		78	98		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	99		94	95		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	17		17	100		
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	2					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2006-07	3					
121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2					

173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	1				
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	1				
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2006-07	1				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12		10	83	
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		7	64	
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16		13	81	
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15		15	100	
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15		15	100	
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	9				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16		15	94	
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				

091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	19		19	100		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	23		23	100		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	21		21	100		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	34		34	100		
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
710 - PPST READING Educational Testing Service (ETS) All program completers, 2007-08	21		19	90		
710 - PPST READING Educational Testing Service (ETS) All program completers, 2006-07	30		30	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	24		24	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	37		37	100		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	109		107	98		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	81		81	100		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2006-07	105		105	100		
081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS)	22		22	100		

All program completers, 2008-09						
o81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	18		18	100		
o81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	20		20	100		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
o50 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
o50 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	8					
o50 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	6					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	238	233	98	
All program completers, 2007-08	175	169	97	
All program completers, 2006-07	215	207	96	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Faculty model technology integration and pre-service teachers have an expectation to complete technology facilitated assignments, lesson plans, and unit plans.

All pre-service teachers are required to complete a culminating unit report which demonstrates their impact on P-12 student learning. As part of that report, students are required to collect, manage and analyze their student data to determine their impact on student learning and plan for next steps. All data is managed and analyzed through technology.

The concepts of UDL is taught to all pre-service teachers and they are expected to use these principals during all field experiences and student teaching and are evaluated on their ability to do so.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All of our pre-service teachers are required to complete activities during their field experiences and student teaching which involve them in working with IEP teams (as long as parents give permission). A required course for all majors gives an introduction to disabilities and how to different instruction given different student abilities.

Secondary education majors receive preliminary instruction on how to work with limited English proficiency students and gain most experience/knowledge from the teachers in the field. Starting Fall 2010, an instructional module developed in cooperation with Language Education and an ENL instructor will added to the curriculum.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All of our special education majors are also elementary education majors (it is a dual major), so in addition to the focus in Special Education classes and field experiences which work on effective teaching strategies and the role and function of IEP teams, they have the same emphasis on working with limited English proficiency students and the extended field work and student teaching that increases exposure to these students.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

[Supporting Files](#)

Indiana State University

Traditional Program

2008-09

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Title II, Higher Education Act

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