

Indiana State University

Annual Institutional Report Card

Reporting on Teacher Education Program Completers 2001-2002 And Three-Year Follow-Up 1999-2000

**Submitted to the State of Indiana
(Indiana Professional Standards Board)
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Table C1: Single-Assessment Pass-Rate Data: Academic Year: 2002-2003
Testing Period: 9/98-8/03 **Number of Program Completers: 238**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500				
General Knowledge	510				
Professional Knowledge	520	1			
PPST Reading	710	45	45	100%	99%
CBT Reading	711	173	173	100%	100%
PPST Writing	720	53	53	100%	99%
CBT Writing	721	162	162	100%	100%
PPST Mathematics	730	50	50	100%	98%
CBT Mathematics	731	164	163	99%	99%
Computerized PPST Reading	5710	7			90%
Computerized PPST Writing	5720	8			98%
Computerized PPST Math	5730	11	10	91%	93%
Professional Knowledge					
Pre-Kindergarten	530	7			100%
Academic Content Areas					
Elementary Education	010	1			
Elementary Education	011	107	107	100%	100%
Early Childhood	020	1			98%
English Language	041	15	14	93%	99%
Mathematics	060				
Mathematics: Content Knl	061	16	16	100%	94%
Social Studies	081	20	20	100%	99%
Physical Education	090	1			90%
Physical Ed: Content Knl	091	8			92%
Business Education	100	5			100%
Music Education	110				
Music Cont. Knowledge	113	11	11	100%	99%
Art Content Knowledge	133	3			100%
French Prod Lang Skills	171				100%
French Cont Knowledge	173				100%
German	180				
Spanish	190				
Spanish Content Knowl.	191				90%
Spanish Prod Lang Skills	192				65%
Biology Content Knowl	235	1			92%
Chemistry	240				
Chemistry Cont. Knowl	245	1			89%
Physics Cont. Knowl	265				
Reading Specialist	300	105	105	100%	100%
General Science	430	4			100%
Earth Space Science	570				
Earth Space Science Cont	571				100%
Other Content Areas					
Technology Education	050	5			100%
Family & Consum. Science	120	7			100%
Speech Communication	220	1			100%
Library/Media Specialist	310	1			
Health Education	550	4			100%
Teaching Special Populations					
SE Know-Base Core Princ.	351	15	15	100%	100%
SE Behavioral/Emotional	371				100%
Tchg Students w/ LD	380				
SE Learning Disabilities	381	15	15	100%	100%

Table C2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2002-2003
Testing Period: 9/98-8/03 **Number of Program Completers: 238**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	226	224	99%	97%
Professional Knowledge	7			100%
Academic Content Areas	195	194	99%	98%
Other Content Areas	18	18	100%	100%
Teaching Special Populations	25	25	100%	100%
Summary Totals and Pass Rates	237	234	99%	96%

Table C3: Single-Assessment Pass-Rate Data Academic Year: 1999-2000 Follow-Up
Testing Period: 9/98-8/03 **Number of Program Completers: 182**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500	22	21	95%	99%
General Knowledge	510	32	30	94%	94%
Professional Knowledge	520	25	22	88%	98%
PPST Reading	710	71	70	99%	97%
CBT Reading	711	86	85	99%	98%
PPST Writing	720	94	94	100%	99%
CBT Writing	721	64	64	100%	99%
PPST Mathematics	730	84	79	94%	94%
CBT Mathematics	731	77	75	97%	96%
Computerized PPST Reading	5710				55%
Computerized PPST Writing	5720				82%
Computerized PPST Math	5730	1			100%
Professional Knowledge					
Pre-Kindergarten	530	1			100%
Academic Content Areas					
Elementary Education	010	5			100%
Elementary Education	011	75	74	99%	100%
Early Childhood	020	2			100%
English Lang and Lit	040	1			98%
English Language	041	9			98%
Mathematics	060	18	18	100%	100%
Social Studies	081	2			92%
Physical Education	090	6			99%
Business Education	100	2			100%
Music Education	110	10	10	100%	100%
Art Education	130	1			100%
French	170	1			93%
General Science	430	5			97%
Other Content Areas					
Technology Education	050	1			100%
Family & Consum. Science	120	4			100%
Speech Communication	220	1			100%
Library/Media Specialist	310	1			
Health Education	550	1			100%
Teaching Special Populations					
Tch Students W/Emotional D	370	7			100%
Tchg Students w/ LD	380	11	11	100%	100%

**Table C4: Aggregate Institution-Level Pass-Rate Data Academic Year: 1999-2000 Follow-Up
 Testing Period: 9/98-8/03 Number of Program Completers: 182**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	179	171	96%	95%
Professional Knowledge	1			100%
Academic Content Areas	137	136	99%	99%
Other Content Areas	8			100%
Teaching Special Populations	18	18	100%	100%
Summary Totals and Pass Rates	181	173	96%	95%

Section II. PROGRAM INFORMATION

A.	Number of students in the regular teacher preparation program:	
	1. Total number of students enrolled in teacher preparation, all specializations, in academic year 2002-2003.	1811
B.	Information about supervised student teaching:	
	2. Number of students in programs of supervised student teaching during academic year 2001-2002.	292
	3. Number of faculty members who supervised student teachers	
	a. Full-time faculty in professional education:	25
	b. Part-time faculty in professional education but full-time in the institution:	7
	c. Part-time faculty in professional education, not otherwise employed by the institution:	15
	d. Total number of supervising faculty for the teacher preparation program during 2001-2002:	47
	4. Student/faculty ratio (total B2/total B3d.)	6.2⁺
	5.	
	a. Average number of hours per week required of student participation in supervised student teaching in these programs:	36+
	b. Total number of weeks of supervised student teaching required:	10-16*
	c. Total number of hours required:	300-480**
	⁺ As calculated is for the academic year – number is about half per semester.	
	*Secondary education programs = 10 weeks. Elementary and Special Education programs = 16 weeks.	
	**Secondary education programs = 300 hrs. Elementary and Special Education programs = 480 hrs.	
C.	Information about state approval or accreditation of teacher preparation programs:	
	6. Teacher preparation program is currently approved or accredited by the state:	Yes
	7. Teacher preparation program currently under a designation as “low-performing” by the state:	No

Section III. Contextual Information

Mission: Indiana State University was founded in 1865 as the Indiana State Normal School. Today, ISU is a comprehensive, residential institution offering instruction at the associate, bachelor's, master's and doctoral levels that retains its commitment to preparing quality teachers for the state of Indiana. Populated primarily with first generation college students, ISU is a student-centered learning community that has student success as its highest priority.

The mission of the School of Education is to prepare and provide continuing professional development for teachers, clinicians, counselors, psychologists, supervisors, administrators, and professors. It is also to contribute to the organizational, curricular, and instructional growth and reform of schools, colleges, clinics, and other instructional organizations; to contribute to the research and scholarship necessary to better understand the complexities of teaching and learning in professional practice; and to provide service to practicing educators and organizations associated with the education disciplines.

The philosophy supporting all teacher preparation programs is that in order to prepare caring, competent, qualified teachers for the nation's classrooms, it is necessary to assist each individual in *Becoming a Complete Professional*. This conceptual framework builds upon student learning and experience to guide each candidate in filling the roles of educator as expert/mediator of learning, educator as person, and educator as member of communities. To be proficient, an educator cannot simply be skillful as a mediator of learning or simply be respected and emulated by students or simply be a contributing member of relevant communities. Instead, a truly successful educator must at the same time be a competent mediator of learning, a person viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function.

Student Demographic Characteristics: The ISU student body consists largely of students drawn from the region: 86% are from Indiana, 85% attend full-time, 52 % are women, and 19.1% are minority students. Over 70% of students receive some type of financial aid. The average age of undergraduates on campus is 22.92.

Most undergraduates in teacher preparation programs are of traditional college age (89%) and approximately 94% attend full-time. Of the students in teacher preparation programs, 93.4% are from Indiana, 69.7% are females and 7% are minority students.

Testing at the Institution: Indiana State University could be categorized as a "Gatekeeper" institution in that some, but not all, of the state-mandated tests are required prior to some specified experience in the program. Candidates are required to pass Praxis I Basic Skills Tests in reading, writing, and mathematics to continue in the teacher preparation program beyond the first exploratory course. At present, a passing score is required of all students on the content tests in order to graduate; candidates must at least have taken these tests prior to student teaching. The Teacher Education Council is considering removing the passing score as a requirement for graduation.

Program Completer: At Indiana State University, a program completer is a teacher candidate who completes all the requirements for graduation from the institution or, if already holding a degree, completes all requirements of the teacher preparation program he or she is enrolled in.

Program Characteristics:

Teacher Preparation Programs: Indiana State University offers 27 baccalaureate programs leading to state teacher certification and five graduate level programs leading to certification as speech language teacher, school counselor, school psychologist, principal, or superintendent.

Unique Program Characteristics: A significant factor in ISU's teacher preparation program is the ISU Professional Development Schools Partnership. This partnership involves 20 schools in 5 school districts representing both rural and urban settings and a diverse student population. The partnership works to link reform in schools with reform in teacher preparation. The majority of field experiences occur in professional development schools. Prior to student teaching, most candidates spend over 100 hours in early field experiences. In addition to clinical school experiences, the partnership engages candidates, faculty and K-12 teachers and students in collaborative research and professional inquiry projects and provides continual professional development for K-12 teachers and administrators as well as university faculty.

Notable Features and Accomplishments:

- In 2003, ISU's School of Education was awarded a Title II Teacher Quality Enhancement Grant from the US Department of Education. The project "Project PRE: Partnering to Reform Education: An All-University/High Needs Schools Partnership" is engaged in activities that bring together content knowledge (faculty in Arts & Sciences and professional schools), with pedagogical expertise (professional education faculty), with clinical knowledge (faculty in partner schools) to transform teacher education into an experiential learning, clinically-based program, supporting educator development from pre-service through induction and continued professional development; and create rich school environments that support learning by all children and serve as exemplary clinical settings for the preparation and continued development of professional educators.
- In 2002, ISU was awarded the Christa McAuliffe Award for Excellence in Teacher Education, one of three institutions honored by America Association of State Colleges and Universities (AACSU).
- The School of Education is currently in its third year of a PT3 (Preparing Tomorrow's Teachers to Use Technology) with a focus on improving technology integration in pre-service education and providing avenues for technology-rich field experiences. Additional software for field-based use has been made available through an AACTE-Microsoft Grant.

Accreditation: Indiana State University is accredited by the North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE) accredits the teacher education unit. The Indiana Professional Standards Board (IPSB) accredits all of the university's teacher preparation programs. Additional accreditations in the School of Education include American Speech Hearing Association (ASHA) , National Association of School Psychologists (NASP), American Association of Marriage and Family Therapy (AAMFT), the American Psychological Association (APA), and is currently engaged in seeking accreditation for the Counseling programs through the Council for Accreditation of Counseling and Related Programs (CACREP).

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Robert O. Williams Responsible institutional representative for
Acting Dean, SOE teacher preparation program
Title

Certification of review of submission:

_____ (Signature)

Lloyd W. Benjamin III
President/Chief Executive