

# **Indiana State University**

## **Annual Institutional Report Card**

**Reporting on Teacher Education Program Completers 2003-2004  
And  
Three-Year Follow-Up 2000-2001**

**Submitted to the State of Indiana  
(Indiana Professional Standards Board)  
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**Table C1: Single-Assessment Pass-Rate Data: Academic Year: 2003-2004**  
**Testing Period: 9/99-8/04**      **Number of Program Completers: 255**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>					
General Knowledge	510				
Professional Knowledge	520				
PPST Reading	710	56	56	100%	98%
CBT Reading	711	128	128	100%	99%
PPST Writing	720	66	66	100%	99%
CBT Writing	721	113	113	100%	100%
PPST Mathematics	730	62	62	100%	98%
CBT Mathematics	731	121	121	99%	99%
Computerized PPST Reading	5710	48	46	96%	98%
Computerized PPST Writing	5720	51	50	98%	99%
Computerized PPST Math	5730	47	47	100%	99%
<b>Professional Knowledge</b>					
Pre-Kindergarten	530	9			100%
<b>Academic Content Areas</b>					
Elementary Education	011	110	103	94%	97%
Early Childhood	020	3			100%
English Language	041	13	13	100%	99%
Mathematics: Content Knl	061	11	11	100%	94%
Social Studies	081	18	17	94%	99%
Physical Ed: Content Knl	091	21	19	90%	95%
Business Education	100	3			100%
Music Cont. Knowledge	113	10	10	100%	100%
Art Content Knowledge	133	3			98%
French Cont Knowledge	173				100%
German	180				
Spanish Content Knowl.	191				90%
Spanish Prod Lang Skills	192				84%
Biology Content Knowl	235	2			96%
Chemistry	240				
Chemistry Cont. Knowl	245	2			96%
Physics Cont. Knowl	265	2			93%
Reading Specialist	300	114	114	100%	100%
General Science	430	1			100%
Earth Space Science	570				
Earth Space Science Cont	571	1			94%
<b>Other Content Areas</b>					
Technology Education	050	14	14	100%	100%
Family & Consum. Science	120	6			100%
Speech Communication	220				100%
Library/Media Specialist	310				100%
Health Education	550	4			100%
<b>Teaching Special Populations</b>					
SE Know-Base Core Princ.	351	18	18	100%	100%
SE Behavioral/Emotional	371				100%
Tchg Students w/ LD	380				
SE Learning Disabilities	381	18	18	100%	100%

**Table C2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2003-2004**  
**Testing Period: 9/99-8/04**      **Number of Program Completers: 255**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	233	231	99%	98%
Professional Knowledge	9			100%
Academic Content Areas	223	213	96%	97%
Other Content Areas	24	24	100%	100%
Teaching Special Populations	20	19	95%	99%
Summary Totals and Pass Rates	255	246	96%	96%

**Table C3: Single-Assessment Pass-Rate Data Academic Year: 2000-2001 Follow-Up  
Testing Period: 9/98-8/04 Number of Program Completers: 237**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>					
Communication Skills	500	5			96%
General Knowledge	510	7			87%
Professional Knowledge	520	1			99%
PPST Reading	710	93	88	95%	98%
CBT Reading	711	132	130	98%	99%
PPST Writing	720	118	118	100%	99%
CBT Writing	721	107	106	99%	99%
PPST Mathematics	730	106	103	97%	97%
CBT Mathematics	731	122	117	96%	98%
Computerized PPST Reading	5710	2			78%
Computerized PPST Writing	5720	1			95%
Computerized PPST Math	5730				65%
<b>Professional Knowledge</b>					
Pre-Kindergarten	530	4			100%
<b>Academic Content Areas</b>					
Elementary Education	010	5			100%
Elementary Education	011	114	114	100%	100%
Early Childhood	020	2			100%
English Lang and Lit	040				
English Language	041	12	12	100%	97%
Mathematics	060	8			99%
Social Studies	081	6			99%
Physical Education	090	10	10		98%
Physical Ed: Con Knowl	091	1			82%
Business Education	100	3			100%
Music Education	110	9			100%
Art Education	130	2			100%
Spanish	190	1			
Spanish Cont. Knowl	191	1			
Spanish Prod Lang	192	1			
Reading Specialist	300	19	19	100%	100%
General Science	430	6			100%
<b>Other Content Areas</b>					
Technology Education	050	6			100%
Family & Consum. Science	120	7			100%
Speech Communication	220	2			100%
Library/Media Specialist	310	1			
Health Education	550	3			100%
<b>Teaching Special Populations</b>					
SE Knowle Based Core Prin	351	1			95%
Tch Students W/Emotional D	370	9			100%

**Table C4: Aggregate Institution-Level Pass-Rate Data Academic Year: 2000-2001 Follow-Up  
 Testing Period: 9/98-8/04 Number of Program Completers: 237**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	234	222	95%	96%
Professional Knowledge	4			100%
Academic Content Areas	180	179	99%	99%
Other Content Areas	19	19	100%	100%
Teaching Special Populations	10	10	100%	99%
Summary Totals and Pass Rates	237	224	95%	96%

**Section II. PROGRAM INFORMATION**

<b>A.</b>	Number of students in the regular teacher preparation program:	
	1. Total number of students enrolled in teacher preparation, all specializations, in academic year 2003-2004.	<b>1722</b>
<b>B.</b>	Information about supervised student teaching:	
	2. Number of students in programs of supervised student teaching during academic year 2003-2004.	<b>266</b>
	3. Number of faculty members who supervised student teachers	
	a. Full-time faculty in professional education:	<b>23</b>
	b. Part-time faculty in professional education but full-time in the institution:	<b>1</b>
	c. Part-time faculty in professional education, not otherwise employed by the institution:	<b>11</b>
	d. Total number of supervising faculty for the teacher preparation program during 2003-2004:	<b>35</b>
	4. Student/faculty ratio (total B2/total B3d.)	<b>7.6</b>
	5.	
	a. Average number of hours per week required of student participation in supervised student teaching in these programs:	<b>36+</b>
	b. Total number of weeks of supervised student teaching required:	<b>16</b>
	c. Total number of hours required:	<b>480</b>
<b>C.</b>	Information about state approval or accreditation of teacher preparation programs:	
	6. Teacher preparation program is currently approved or accredited by the state:	<b>Yes</b>
	7. Teacher preparation program currently under a designation as “low-performing” by the state:	<b>No</b>

### **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 College 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: 85% are from Indiana, 80% attend full-time, 53 % are women, and 19.4% are minority students. Over 70% of students receive some type of financial aid. Undergraduates comprise 85% of the population and the average age of undergraduates on campus is 22.8.

Eighteen percent of the undergraduate population is involved in teacher preparation programs. Most undergraduates in teacher preparation programs are of traditional college age (ages 18-24; 89%) and approximately 94% attend full-time. Of the students in teacher preparation programs, 93% are from Indiana, 68% are females and 7.5% 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. In Spring 2004, the Teacher

Education Committee voted to remove a passing score on Praxis II exams as a requirement for graduation. However, students are heavily advised that a passing score is required for a recommendation for licensure. At present, programs in the College of Arts & Sciences are considering making Praxis II again a program level 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 College 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.
- The graduate programs in the College of Education are ranked 93 on the top 100 2006 list of the US News & World Report Graduate Program Rankings



**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 College of Education include American Speech Hearing Association (ASHA) , National Association of School Psychologists (NASP), the American Psychological Association (APA), and 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  
Dean, COE                                      teacher preparation program  
Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

Lloyd W. Benjamin III  
President/Chief Executive