

# ***BOARD OF EXAMINERS REPORT***

## ***N C A T E***

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**National Council for Accreditation of Teacher Education**

### ***ACCREDITATION VISIT TO:***

Indiana State University  
Terre Haute, IN  
November 12-16, 2005

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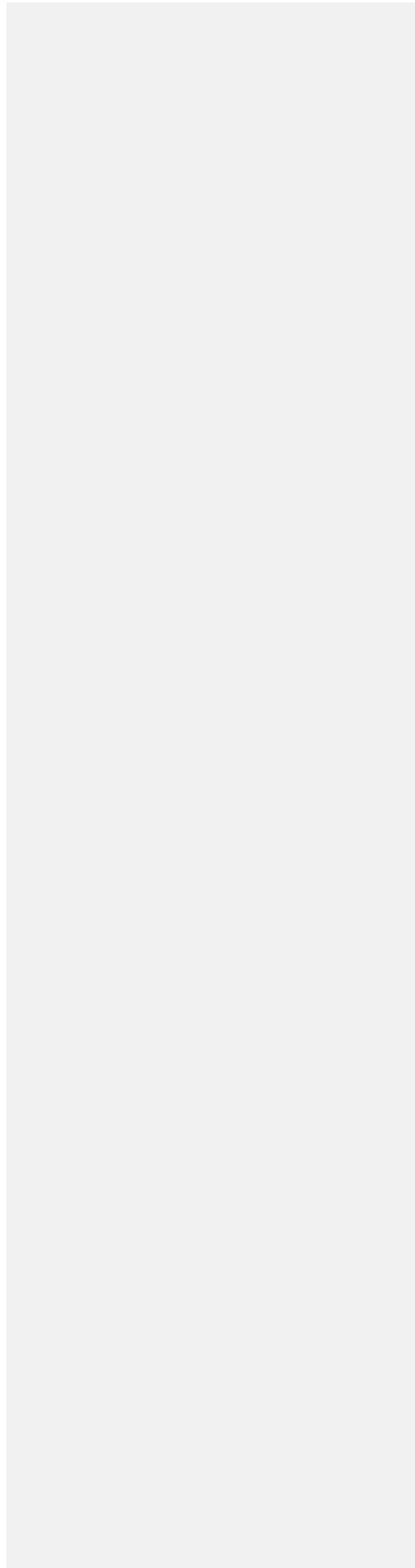
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**Type of Visit**

First   
Continuing   
Combination   
Probation   
Focused

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**SUMMARY FOR PROFESSIONAL EDUCATION UNIT  
National Council for Accreditation of Teacher Education**

**Institution:** Indiana State University, Terre Haute, IN

Standards		Team Findings	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Dispositions	M	M
2	Assessment System and Unit Evaluation	NM	NM
3	Field Experiences and Clinical Practice	M	M
4	Diversity	M	M
5	Faculty Qualifications, Performance, and Development	M	M
6	Unit Governance and Resources	M	M

M = Standard Met  
NM = Standard Not Met

## INTRODUCTION

### A. The institution

Indiana State University (ISU) was established as the *Indiana State Normal School* in 1865 with the primary mission of preparing teachers for the schools in Indiana. Located in Terre Haute in the rolling hills of western Indiana, it is very near the Illinois border, approximately one hour west of Indianapolis by interstate highway. Terre Haute is a community of more than 58,000 residents. Over 86 percent of the population is white, with the next largest ethnic group, African American, nearly 10 percent of the population. These figures are very similar to the entire state, with Terre Haute having slightly more African Americans and fewer Hispanics than the state as whole.

From its early beginnings as a normal school, ISU began to grant bachelor's degrees in 1908, master's degrees in 1928, and doctorates in 1965. It has grown into a comprehensive, research intensive university that serves over 11,200 full and part-time students. Of these, 9,300 are undergraduates with the remaining students in graduate programs. Nearly 18 percent of all undergraduate students are in the College of Education (COE) or related teacher preparation programs across the institution. Other colleges involved in teacher education include the College of Arts and Sciences, the College of Business, the College of Health and Human Performance, and the College of Technology. The COE department of Elementary, Early, and Special Education is the largest undergraduate department in the university with 700+ majors. At the graduate level, 39 percent of the institution's graduate students are in education.

The institution has recently revisited its mission and purpose, given changes in the Indiana post-secondary education system and the rapid increase of career-technology centers and community college sites. Rather than serving as an open-enrollment institution, ISU is re-conceptualizing its purpose with an emphasis on engagement and experiential learning. It hopes to attract potential students who will be attracted to specific programs of distinction.

### B. The unit

The unit's programs serve approximately 1,600 initial candidates, with the majority preparing to be early childhood, elementary, and special educators. The graduate level programs enroll approximately 725 candidates, nearly two-thirds of whom are part-time candidates and working professionals. These candidates are served by 52 full-time and 37 part-time professional faculty who teach full-time in the institution and are administratively housed in other academic units. These faculty generally teach the content methods courses. Clinical faculty, who serve for the most part as supervisors, include an additional 31 faculty. COE faculty generally teach at both the initial and advanced levels, depending upon the need of each program, and their area of expertise.

The unit is led by the dean of the College of Education who has authority over all programs and six departments. Since the last NCATE visit in fall 1999, the unit has had three deans: none have served more than two years with the current dean serving as an interim-acting during the 2004-2005 year, before serving ~~this the past year~~ and a half as full dean. He is assisted by an interim acting associate dean for academic and student affairs. The position of associate dean for outreach and research programs is currently vacant. ~~Two-Three~~ of six department chair positions

are considered interim. This transitory situation in the administrative positions is primarily a result of advancements of unit faculty to serve at institutional levels and unfilled positions.

The unit is authorized to offer the following programs:

**State Approved Programs**

<i>Program Name</i>	<i>Degree/Award Level</i>	<i>Program Level (ITP or ADV)*</i>	<i>Number of Candidates EOS Spring 2005</i>	<i>Other Accreditation</i>
Business Education (General)	B	ITP	13	
Family and Cons. Science	B	ITP	27	AAFCS
	M	ADV	9	
Computer Education	M and ND	ADV	0	
Driver/Traffic Safety	ND		1	
Exceptional Needs:				
Mild Intervention	B	ITP	73	
Visually Impaired	ND	ADV	4	
Graduate Special Education	M	ADV	14	
Fine Arts:				
Visual Arts	B	ITP	18	
Music	B	ITP	106	NASM
	M	ADV	2	
Theater Arts	Concentration	ITP		
Foreign Languages: Spanish, German, French	B	ITP	9	
Generalist: Early Childhood	B	ITP	4	
	M	ADV	6	
Generalist Elem: Primary	B	ITP	191	
	M	ADV	21	
Gifted and Talented	ND	ADV		
Health	B	ITP	15	
	M	ADV	2	
Physical Education	B	ITP	137	
	M	ADV	1	
Language Arts	B	ITP	81	
	M	ADV	3	
Library Media	B	ITP	2	
	ND	ADV		
Mathematics	B	ITP	73	
	M	ADV	1	
Reading Teacher	M	ADV	16	
Science	B	ITP	35	
	M	ADV	5	
Social Studies	B	ITP	145	
Speech Language Pathologist	M	ITP	12	ASHA
Technology Education	B	ITP	34	
	M	ADV	2	
Transition to Teaching, Sec.	ND	ITP	13	
Curriculum and Instruction	M	ADV	14	
Building Administrator	M and ND	ADV	80	
District Administrator:				
Superintendent	Ed.S.	ADV	26	
Dir. of Exceptional Needs	ND	ADV	1	
Dir. of Career/Tech Ed	ND	ADV	0	
School Counselor	M	ADV	44	CACREP
School Psychologist	Ed.S.	ADV	18	NASP

While many programs offer one or two courses via distance technologies or at off-campus locations, only the library media program has a large number of courses online. There are currently only two candidates enrolled in this program. All courses originate and are under the authority of the unit; there are no branch campuses.

Major unit changes since the last NCATE visit include

- revision and affirmation of the conceptual framework.
- frequent changes in administrative leadership including the dean, associate dean, and several department chairs.
- formation of an Education Student Services office that coordinates advising, licensures, and other administrative roles for undergraduate teacher education programs.
- collaborative revision of the clinical aspects of the undergraduate and continuing preparation programs through a USDE Title II Teacher Quality Enhancement Grant from the U.S. Department of Education: "Project PRE: Partnering to Reform Education: An All-University/High Needs Schools Partnership."
- enhancement of technology integration in pre-service teacher preparation supported by a PT3 grant.
- awarding of the Christa McAuliffe Award for Excellence in Teacher Education, one of three institutions honored by America Association of State Colleges and Universities (AASCU).

### C. The visit

The visit was a joint visit with a team that included both state and national members who worked, deliberated, and wrote together. One national member cancelled late Tuesday afternoon prior to the visit, and the NCATE staff members were unable to identify a replacement. Thus, the team totaled four national members, three state members, an NEA observer/participant, and the state consultant. The absence of a team member made it difficult to observe classes, resulted in heavy interview schedules, and also caused the writing load to shift. All team members worked very hard to pick up the additional responsibilities caused by a missing person.

The team reviewed the institution using the NCATE standards; SPA reviews are not required in Indiana. However, the unit conducted self-studies in many content areas based on the SPA standards. The team had access to these self-studies although they were varied and therefore somewhat limited in their usefulness.

Programs initiate from the Terre Haute campus, and team members had the opportunity to visit with faculty and candidates who participate in distance course-delivery through two-way audio / conference call interview. One of the administrative interviews with campus instructional technology personnel was also conducted through a two-way video over IP connection.

Several changes during the preparation and site review process may cause confusion for UAB members. Over the summer, Indiana reconfigured its independent standards board, Indiana Professional Standards Board, (IPSB) according to a new state law. The independent board became advisory, and the authority for institutional program approval now rests solely with the state superintendent of public schools. Staff personnel previously associated with the IPSB are now affiliated with the Department of Professional Standards (DPS), an entity under the Indiana

State Department of Education. UAB members may notice various references reflective of these changes throughout the Institutional Report and BOE Report.

Finally, the team experienced a myriad of other situations that emphasized the “real world” elements of an accreditation site visit. Beyond the additional work caused by the team member cancellation, the hotel’s internet service provider was not functioning for much of Sunday, Monday, and part of Tuesday evening (erratic). This lack of service was difficult since the most recent institution exhibits were electronic, and the team hoped to refer to them during its evening discussions. Once team members determined that internet access was probably a lost cause, we compensated for this challenge by bringing many of the paper exhibits back to the hotel. On Tuesday, two team members barely missed being “locked down” in a local middle school during a search with drug dogs, and later that day, the entire team had to descend 12 flights of stairs late Tuesday afternoon because of a tornado warning. This weather delay then cost the team one to two hours of valuable discussion and writing time Tuesday evening. After the tornado passed, snow flurried on Wednesday morning. The team knows that as educators, UAB members will appreciate the extenuating circumstances of “The computer didn’t work,” “The dog ate my homework,” “My homework blew out of my backpack,” and “Isn’t today a snow day?”

## CONCEPTUAL FRAMEWORK

The unit at Indiana State University has adopted a conceptual framework with the theme of *Becoming a Complete Professional*. This theme includes three elements:

1. Educator as Expert or Mediator of Learning
2. Educator as Person, (and)
3. Educator as Member of Communities.

At the previous visit, the conceptual framework included five elements – the three above and at the advanced level, two additional elements: 4. Educator as Leader, and 5. Educator as Researcher. Unit faculty indicate that after discussion, the two additional elements were dropped as separate categories and subsumed under the first three sometime between 1999 and 2002. Documentation of these discussions and changes is limited, thus making it difficult for team members to discern the timeline and process for this change. Constituent groups including P-12 practitioners and arts and sciences faculty have been involved in all phases of the revision process.

In 2001, the unit adopted the ISTE NETS standards for candidate performance and use of technology to support student learning. In spring 2004, the unit and its constituents met again to discuss and review the conceptual framework. *Becoming a Professional Educator* (BCP) was reaffirmed as the framework during this time. The BCP framework is based upon solid research and a knowledge base that reflects best practice.

Performance indicators for the areas of the conceptual framework have evolved over the past six years. In 1998, the unit included unique indicators for each of the three elements, but with changes in state licensure regulations and assessment requirements, the unit has adopted the INTASC standards for the initial certification areas, and SPA or national standards such as NBPTS, ISSLC, NASP, and CACREP at the advanced preparation levels. All programs are consistent with Indiana licensure requirements.

Documents delineating the alignment between the national standards and the unit expectations for knowledge, skills, and dispositions vary a great deal across programs. At the initial level, the INTASC principles are integrated with the conceptual framework as follows:

*The teacher as an expert or mediator of knowledge*

- |          |                                    |
|----------|------------------------------------|
| INTASC 1 | possess content knowledge          |
| 2        | understands developmental teaching |
| 3        | provides instructional variety     |
| 4        | uses assessment                    |

*The teacher as a person*

- INTASC 5 addresses and understands diversity
- 6 provides motivation
- 7 has effective communication skills

*The teacher as a member of communities*

- INTASC 8 knows and uses the community
- 9 provides reflective evaluation
- 10 builds relationships

At the advanced levels, standard alignment varies across programs. For example, in educational administration programs, the alignment with ISLLC standards is articulated for candidates. Other programs are less explicit in their alignment with national standards. Candidate responses to questions about the framework or the type of educator that ISU was preparing them to be are similarly varied, but for the most part adequate.

The BCP framework is consistent with and relates to the institution's and unit's goals of experiential learning early and frequently in the degree program. The unit assessment of candidate proficiencies is based solely on the INTASC, NBPTS and/or SPA standards, and documentation that integrates these standards and the subsequent assessment activities with the conceptual framework is not available. Overall, candidate dispositions are the least clearly defined, and assessment of those dispositions is currently left to programs; evidence of unit-level aggregation of data related to dispositions is not readily available.

At this time, nearly all assessment activities are initiated, conducted, and reviewed at the program and department level with the unit level assessment procedures not clearly articulated in regards to what assessment information is reviewed and what unit entity or agent is responsible for unit-level coordination. For most advanced programs, with the exception of the school administration, evidence that indicates the unit has fully implemented the current assessment procedures is not available.

**STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS**

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

**Level:** Initial and Advanced

As indicated in the introduction, programs in institutions of higher education in Indiana are not required to submit program reports to the national professional organizations. However, prior to the visit, several programs did complete a program report document modeled on the SPA reports and others completed a report using an ISU template:

- Elementary Education (UG)
- Elementary Education (G - Diversity, Action, Research, Technology or DART)
- Science Education (UG)
- Mathematics Education (UG)
- Foreign Languages (UG)
- Business Education (UG)
- English Teaching (UG, and G)
- Social Science Education (UG)
- Reading Education (UG)
- Physical Education (UG)
- Art Education (UG)
- Family and Consumer Sciences (UG)
- Industrial Technology Education (UG)

Several of the reports list a set of assessments identified as “key” candidate assessments and several also include results of the course-based assessments. There is a great deal of variation in the types of candidate performance data cited in the reports with a few programs reporting GPA, Praxis I and II, and results of course-based candidate assessments related to content knowledge. Evidence in these reports does indicate, however, that candidates demonstrate an understanding of content knowledge.

The ISU Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). Programs in school counseling and communications disorders are accredited by CACREP and ASHA respectively. The Family and Consumer Sciences program is accredited by the American Association of Family and Consumer Sciences and the school psychology program is nationally recognized by the National Association of School Psychologists (NASP). This approval was set to expire in December 2005, but has been extended until December 31, 2006 at the request of the institution.

## A. Content knowledge for teacher candidates

### Initial Teacher Preparation Programs

The sources of evidence of the knowledge, skills, and dispositions of initial candidates are associated with the requirements for admission, continuation in, and completion of programs. Candidates must earn a cumulative GPA of 2.5 or better to be admitted to the program. Candidates in all-grade and grades 5-12 programs must also be recommended by content area faculty. In 2004-2005, the mean overall GPA of all undergraduate teaching majors was 3.23 compared to the mean GPA of 2.95 for all ISU undergraduate students. Candidates must achieve a score of “C” or better on core content courses in order to be eligible to apply for the teacher education program. Transition to Teaching (T2T) candidates must satisfactorily complete all content deficiencies identified by content area faculty through review of their academic records to be eligible to apply to the teacher education program.

Faculty in content areas confirm that candidates’ content knowledge in the content courses in which they must make a “C” or better is assessed based on IPSB or DPS and, in some cases, national standards. One process for confirming that candidates have addressed IPSB or DPS content standards is that faculty teaching these courses complete an assessment form on each candidate, checking whether or not the candidate performed at the unsatisfactory, satisfactory, or proficient level with regard to the standard. The form is kept in the candidate’s file. In those content areas such as social studies that involve courses from many different departments, the content faculty use another process. Since using a single form is prohibitive, faculty use the *Becoming a Complete Professional* list of assessments in which candidates complete specific assessments in content courses which are recorded through the LiveText system.

BOE members reviewed several of the course-based assessments and reports available. Reports indicate variation in the performance of candidates. Most perform within the satisfactory or proficient ranges while some candidates perform unsatisfactorily on some assessments. Program reports for most, but not all, undergraduate teacher preparation programs include descriptions of what happens when candidates cannot meet the content requirements. Candidates needing remediation based on poor performance must retake courses or show improvement through an individual remediation plan and must ultimately earn a “C” or better in these courses.

Student teaching assessments also include an item “command of subject matter.” The mean rating for the 418 candidates (2001-2004) was 1.15 (1 = proficient). Candidates, on average, perform within the “proficient” or “satisfactory” area on the indicators within this category: “displays an understanding of the subject matter, shows enthusiasm for the subject matter, conveys multiple perspectives toward content, and engages students in testing hypotheses.” (Note: inter-rater reliability measures indicate there are no significant differences between ISU and non-ISU raters. In addition, the instrument demonstrates internal validity, with scores in the lower range [1-2, proficient and satisfactory] being highly correlated with final evaluation scores [sig. = .000].

Evaluations of supervised teaching experiences of candidates in early childhood, elementary, and special education (EASE) programs also include an evaluation of knowledge of subject matter (“displays accurate and current knowledge of subject matter, encourages students to see, question, and interpret ideas from diverse perspectives, incorporate interdisciplinary strategies

when teaching content, and locate and teaches information beyond the traditional text”). The mean ratings of the 372 student teachers across 2001-2004 is 2.75-2.85 (1-3 scale with 3 = proficient).

Candidates in elementary, early childhood, and special education, in grades 5-12 programs, and in all-grade programs are expected to pass Praxis II Content Knowledge exams at the state level in Indiana for licensure. Candidates in the Transition to Teaching program are required to pass Praxis II prior to student teaching. Pass rates for candidates in teacher education programs for 2002-2003 and 2004-2004 range from 90\_-100\_percent (Appendix B in the IR, page 94).

At the post-graduation level, results of the “New Teacher Survey” assess how well prepared new teachers (elementary, special education, early childhood, junior high/middle school, and secondary) feel regarding the following (scale = 1-4 with 4 = very well prepared):

- Design units of instruction that focus on the content standards for schools in Indiana (mean = 3.14 - 3.44, 2003-2005)
- Design classroom assessments that are aligned with Indiana content standards (mean = 2.93 – 3.22, 2003-2005)
- Create meaningful learning experiences based on content knowledge (3.22 – 3.45, 2003-2005).

Survey results of student teachers and of principals (rating the performance of new teachers) indicate similar ratings of 2.81-3.25. Interviews of candidates, graduates, cooperating teachers, and school administrators indicate that they believe candidates are well-prepared and sometimes very well-prepared in content knowledge.

#### Advanced Teacher Preparation Programs

The Masters of Education programs include specializations in early childhood, elementary, and special education (EASE) and in curriculum, instruction, and media technology (CIMT). Candidates must maintain a 3.0 GPA and an updated program of study. Programs establish learner outcomes based on the National Board for Professional Teaching Standards (NBPTS). Upon request, faculty provided the BOE team some data regarding ratings of candidate performance course-based assessments regarding NBPTS 1-5 (assumed to be the five principles). For example, across six courses in the elementary education program, 104 of 105 candidates perform in the satisfactory or proficient range on Principle #2: Teachers know the subjects they teach and how to teach those subjects to students.

M. Ed. graduate candidates, alumni, and principals were surveyed regarding how well prepared candidates are in areas related to content knowledge (scale = 1-5 from very poorly prepared to very well-prepared for the student and employer surveys and the scale for the alumni surveys is 1-4). Mean and median ratings are reported below:

Survey	Number responding/number surveyed	Using knowledge of subject matter and curriculum design to design developmentally appropriate lessons across disciplines
Graduate Student M.Ed)	17/24 (71%)	Mean = 3.58 Mode = 4.00
Alumni (M.Ed)	9/25 (36%)	Mean = 3.33 Mode = 4.00
Employer (M. Ed.)	7/not available	Mean = 4.29 Mode = 4.00

**B. Content knowledge of other school personnel**

Sources of evidence of the knowledge, skills and dispositions of candidates in programs preparing other school personnel include the following:

- GPA
- Graduate entrance exams (required for Communication Disorders, School Psychology, and all Educational Administration programs)
- Praxis (School psychology)
- SLLA (for program completion in Educational Administration)
- Graduate student survey
- Graduate alumni survey
- Graduate employer survey

In addition, several advanced programs also implement course-based candidate performance assessments and clinical evaluations. (Generally, assessment results indicating how many and what percentage of candidates perform at what level as well as mean and median ratings are more informative than those assessment results that only report mean or median scores or ratings.)

Admission requirements for Educational Leadership, Administration and Foundations (ELAF) include a bachelor's degree in an appropriate major with a minimum grade point average of 2.5 and Graduate Record Examination (GRE). In addition, candidates must submit a personal narrative statement of professional experience and educational goals, and hold or be eligible for an Indiana teaching license. The key assessment for ELAF candidates is the culminating internship portfolio. The assessment rubric for this portfolio is based on the six ISLLC Standards.

In addition, ELAF is the only advanced program that requires candidates to complete an exam for state licensure. Candidates for principal licensure must have a 3.25 grade point average, hold or be able to hold a current Indiana teaching license, and two years teaching experience. Superintendency candidate requirements include holding a current building administrator license and three years of experience. Forty-two examinees in ELAF passed the state licensure exam in 2003-2004 with scores ranging from 164-193. These test results are an indicator that these candidates have the necessary content knowledge competency in educational administration.

Surveys of recent graduates of educational leadership program show strong ratings of several phases of preparation in ELAF. A high degree of satisfaction is evidenced with program content courses and research classes. Median responses for those items are above 4 on a 5 point scale. Survey responses of alumni and graduate employers of ELAF educational specialist candidates show consistently high ratings as well, with most median scores at or above 4.0 on a 5.0 scale. Interviews and conversations with recent ELAF graduates indicate that these graduates believe that the unit is providing excellent preparation during coursework for the licensure exam. Anecdotal evidence suggests that the ELAF program functions well and is supported by many stakeholders of the unit.

The school counseling program is accredited by CACREP, and candidate assessment is based on CACREP standards. These standards align with Indiana DPS standards, Indiana School Counselor Content and Developmental Standards, and Standards for School Counseling

Professionals as evidenced in syllabi. Summative assessment points are delineated and assessed with a check-off document as candidates complete benchmarks. Admission to the program includes an undergraduate grade point average of 2.50 and a minimum score of 450 on each section of the general tests of the GRE. Other requirements include interview evaluations and Graduate School admission letters. Candidates proceed through four benchmarks culminating with graduation and licensure. Graduation and licensure decisions are based upon feedback from on-site supervisors, feedback from university instructors and supervisors, formative and summative performance assessments based upon the published rubric, candidate portfolio and candidate self-assessment.

The School Psychology program displays limited statistical evidence of candidate performance based on data from 2002, 2003, and 2004 program evaluations. This program delineates twelve points which outline expected outcomes with clearly identified benchmarks. The School Psychology Internship Evaluation form details candidate expectations with indicators for assessment. In response to feedback provided by the American Psychology Association, the School Psychology Committee has raised expectations for GRE scores and has focused more attention to the stated professional goals of applicants. The team found no evidence that graduate surveys or employer surveys have been completed in this program.

The Communication Disorders program is accredited by ASHA, but limited aggregated data are available for content knowledge and skills although individual candidate performances are tracked. Primary assessments for candidates are field experience and clinical supervisors' evaluations. Surveys of alumni suggest that program completers are confident of their content knowledge and skills.

Library Media is a distance-learning program housed under the Curriculum, Instruction, and Media Technology (CIMT) department. Since most candidates entering the Library Media program are already licensed teachers, this program provides expanded licensure. Candidates are assessed through course work that has been aligned to INTASC standards at both the initial and advanced levels. The team did not find evidence that these course-based assessments have been aggregated for program quality evaluation. The Library Media program includes 120 hours of practicum that are supervised by a library media specialist. Data related to those practicum assessments were not available to the team.

### **C. Pedagogical content knowledge for teachers**

#### Initial Teacher Preparation Programs

Assessments of candidates' professional knowledge and skills while they are progressing through the program (BCP2 and BCP3) occur primarily through course-based assessments in the 300- and 400-level CIMT courses and in the evaluation of the performance of candidates during early field experiences and in student teaching. The criteria listed on the assessment forms for CIMT 301/302 and 400L include elements related to content pedagogy (e.g., 301/302: "knowledge of content-related pedagogy," and 400/400L: "explains content effectively," "shows enthusiasm for the subject") but results for the assessments are only reported for "content knowledge." Results of one assessment for CIMT 301 showed that six of six candidates (100%) were able to explain content effectively. This is the extent of the aggregated data that the team was able to access for this element.

Student teachers are surveyed toward the end of their student teaching to determine how well-prepared they are regarding professional knowledge and skills. The mean rating on question six (“design units of instruction that focus on the content standards for school in Indiana”), question seven (“design assessments aligned with Indiana content standards”) and question nine (“create meaningful learning experiences based on content knowledge”) for the years 2002-2005 range from 2.93 to 3.67 (1 = poorly prepared and 4 = very well prepared). Surveys of principals on the same items indicate similar ratings of candidates’ content pedagogical knowledge (2.92 – 3.39).

#### Advanced Teacher Preparation Programs

Surveys of graduate students in the M.Ed. programs in 2004 and 2005 reveal mean ratings of candidates’ specialized knowledge of how to convey a subject to student that ranged from 3.0 – 3.79 (scale: 1-5 with 5 being very well prepared; n = 41). At the graduate level, some programs use an expert panel to determine candidate efficacy at the end of his/her preparation. The Expert Panel Report also indicates that candidates feel well-prepared to “use pedagogical content knowledge to contribute to school effectiveness.”

Interviews with cooperating teachers indicate that most candidates are well-prepared or very well prepared in using a variety of strategies in conveying content knowledge.

### **D. Professional and pedagogical knowledge and skills for teachers**

#### Initial Teacher Preparation Programs

The bulk of the assessments in the initial and continuing teacher preparation programs relate to professional and pedagogical knowledge and skills for teachers as reflected in the INTASC standards (human development and learning, student diversity, instructional strategies, classroom organization, behavior management, communication, instructional planning, assessment, and professional commitment and responsibility). Summary reports of CIMT student teaching assessments for 2001-2004 show that mean ratings of candidate performance in all categories range from 1.13 – 1.25. Reports did not show how many candidates were performing at what levels (1 = proficient, 2 = satisfactory, 3 = unsatisfactory) though minimum and maximum scores range from 1 - 3. Mean ratings are similar for Early Childhood, Elementary, and Special Education (ESEE) student teachers across INTASC indicators: 2.75 – 3.0 (3 = proficient).

Pedagogical, course-based assessments and clinical experiences, which are recorded in the LiveText system, do reveal the number and percentage of candidates performing at the proficient, satisfactory, and unsatisfactory levels although minutes and other unit operation documents are limited in explaining how unit faculty use this information. The rubrics and criteria on most of the assessments are aligned with the INTASC standards. The number of candidates performing at the satisfactory/proficient levels and at the unsatisfactory levels varied across these assessments, with very few (1-2%) to more significant numbers (10-15%) performing at the unsatisfactory level. If a candidate does not perform at the satisfactory level, it is unclear how this performance impacts the course grade. Candidates must earn a “C” or better in these courses (and these assessments contribute to the grade in the course).

Mean responses of student teachers on the Student Teaching Survey on items related to pedagogical and professional skills range from 2.85-3.66 (4 = very well prepared). Mean ratings by principals of new teachers' performance on the same set of professional knowledge and skills range from 2.83-3.62 for 2004-2005 (265 principals responded). Principals' open-ended comments indicate their desire that ISU student receive more instruction on the use of assessment data in teaching and in classroom management, especially in respect to student discipline.

Surveys and assessments indicate an increase in the use of technology among candidates over the past five years, which faculty attribute to the success of a PT3 grant. This change is also reflected in the results of the New Teacher Survey and Principal Survey.

#### Advanced Teacher Preparation

Graduate students, on average, rate their preparation regarding professional knowledge and skills as being moderately well prepared to well prepared (3-4 on a 5 point scale) on such items as using knowledge of child/adolescent development and relationships with students and families to plan instruction; using a variety of methods, strategies, and materials (including technology); working with parents and families; establishing caring, inclusive, safe environments, etc.

The alumni survey of M.Ed. candidates indicates that they felt moderately well prepared to well prepared in these areas (2.56 – 3.11 mean ratings in a 4-point scale). Principals also rate the performance of teachers as being moderately well prepared to well prepared (3.43 – 4.14 on a 5-point scale). This variation of instruments and scales makes comparative assessments and triangulation of data somewhat more difficult.

#### **E. Professional knowledge and skills for other school personnel**

ELAF candidates are scored by internship supervisors according to rubrics within the culminating internship portfolio. Standard 3 of that rubric states, "A school administrator is an educational leader who promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment." Satisfactory completion of this standard is an indicator of professional knowledge and skills.

School Counseling candidates exhibit professional knowledge and skills as based on Indiana Professional Standards. Candidates are required to join state and national school counseling organizations. They attend four days of approved professional development per academic year. Course syllabi document field experiences and course assignments requiring candidates to actively engage with PK-12 students, families, and communities although data from those instruments is not available in a summarized form. The counseling internship (COUN 739B) requires that the candidate work under an Individual Internship Educational Plan which outlines the number of hours expected in field activities. Institutional administrators report that graduates of the school counseling program are frequently hired as a result of internships. No survey data are available to indicate knowledge related to graduates' preparation related to professional knowledge and skills.

Interviews with Ed.S. candidates in School Psychology reveal that they begin field experiences at the first semester by shadowing school psychologists, and continue in field experiences throughout their course of study. Candidates report that they have open communication with the faculty. School Psychology candidates have many opportunities to participate in experiences beyond school settings, thus helping them know the communities in which they will serve. Within the Educational Psychology program, the School Psychology annual program evaluations for spring 2004 indicate a satisfaction rate with preparation as related to professional knowledge and skills with an overall mean score of 1.98 on a 3-point scale for Ph.D. candidates.

Program graduates from 2001-2004 in Communication Disorders responded to a questionnaire in January 2004. To the question "Do you feel that the education in communication disorders at ISU prepared you professionally to perform a satisfactory job as a speech-language pathologist or audiologist?" Of 12 responses, 11 answered "yes." One person gave no response. Other questionnaires and surveys indicate that candidates are given opportunities to evaluate both the program and clinical supervisors; however, there is no consistently aggregated data to evidence professional knowledge and skills.

In the Library Media program, the portfolio assignment addresses 16 practicum standards for CIMT 459/659. School-based faculty supervisor evaluations for practicum experience utilized for candidate performance assessment are in evidence for candidates for 2003-2005, with no accompanying rubric provided for interpretative value. Mean performances range from 2.32 to 2.74 on a 3 point scale for most items. Items for which performance is below a 2 included planning a professional activity and participation in a distance learning experience. No survey data are available to indicate knowledge of candidates' preparation related to professional knowledge of study, and skills. No candidates were available for interviews during the team visit.

## F. Dispositions

### Initial Teacher Preparation

The dispositions of candidates are assessed throughout the professional education sequence with an emphasis on the early field experience and student teaching supervisor reports, host teacher assessments, and evaluations by instructors of EESE, CIMT and content methods courses. EESE candidates' dispositions are assessed in the following areas: professional behavior, facilitator of learning, teacher as learner, and member of the community. The following is the checklist for dispositions for CIMT candidates:

<b>Professional Department: The Educator as a Person</b>	<b>Educational Philosophy: The Educator as Mediator of Learning</b>	<b>Commitment to Ethical Practice: The Educator as a Member of Community.</b>
<input type="checkbox"/> Dress/Appearance	<input type="checkbox"/> Research Consumer	<input type="checkbox"/> Academic Integrity
<input type="checkbox"/> Attendance/Punctuality	<input type="checkbox"/> Reflection/Flexibility	<input type="checkbox"/> Credible Citizen
<input type="checkbox"/> Preparedness	<input type="checkbox"/> Assumptions	<input type="checkbox"/> Trustworthiness
<input type="checkbox"/> Courtesy/Respect/ Demeanor	<input type="checkbox"/> Organizational Learning	<input type="checkbox"/> Commitment to Safety
<input type="checkbox"/> Climate	<input type="checkbox"/> Critical Inquiry	<input type="checkbox"/> Empathetic/ Responsive
	<input type="checkbox"/> Collegiality	

Candidates are informed of the expectations early in their program and sign a form indicating that they understand the expectations and consequences for failure to demonstrate the stated dispositions. Upon request, the BOE team was provided with a record of the evaluation ratings individual EESE students received in several elementary and special education courses in fall 2004. The team found no evidence that these individual ratings are aggregated for use in program improvement

Results of several assessment items from the Student Teacher Surveys, the New Teacher Survey, the Principal Survey, and the Student Teaching Evaluation are reported as evidence of dispositions in Exhibit 1.68 though these are not cited in the conceptual framework or in the exhibit documents that outlined dispositions for candidates. Examples include: assess your own professional growth and develop a meaningful professional development plan; work collegially with peers to improve student learning; reflect on your teaching to improve student learning; potential for growth as a professional; refine instruction based on learning outcomes; seek feedback from other professionals; demonstrates commitment to the profession. Ratings by candidates on the teacher surveys assessing how well prepared they felt in these areas range from 1 (not well prepared) to 4 (very well prepared) with average ratings ranging from 2.0 to 4.0. Median ratings by principals of new teachers' performance on such items range from well-prepared (3.0) to very well-prepared.

Art education has also developed a "Dispositional Survey" that is aligned with all INTASC standards. This is administered at the beginning, mid-point and end of a candidate's career in the art education program. Data were not available at the time of the visit.

#### Advanced Teacher Preparation

Dispositions expected of candidates in advanced teacher education programs are based on NBPTS standards. Evidence regarding the quality of dispositions demonstrated by candidates in the advanced teacher preparation referenced in the IR (page 33) were not located in Exhibit 1.74 (this exhibit included the outline of dispositions expected of candidates in the educational administration program). Table 16 (p. 34) in the IR displays mean ratings of advanced teachers' performance related to NBPTS performance standards. These are not specifically identified as dispositions expected of candidates in the conceptual framework or elsewhere. Mean ratings on these items ranged from 3.13 to 3.88 on a 4-point scale, with 4 equaling very well prepared.

#### **G. Dispositions for Other School Personnel**

Dispositions for candidates in ELAF are evaluated as part of the culminating internship portfolio. The assessment rubric for the portfolio cites "A school administrator is an educational leader who promotes the success of all students and staff with integrity, fairness, and in an ethical manner." Satisfactory completion of this element of the portfolio is an indicator of appropriate disposition. University supervisors provide written feedback to candidates on this assessment to reinforce the candidates' knowledge and demonstration of professional disposition of educational administration candidates. Follow up surveys of ELAF educational specialist alumni indicate that they believe they exhibit appropriate dispositions of "Acting with integrity, fairness, and in an ethical manner." Of 14 respondents, the mean score is 4.71 on a 5 point scale. Interviews with school principals indicate that candidates demonstrate the expected dispositions, as do follow-up

surveys of graduates. The team had difficulty discerning the currency of these assessment instruments since they are not dated.

Additionally, an instrument entitled *Identification and Assessment of Student [candidate] Dispositions* was approved for all licensure programs in August 2004, and was implemented in September 2004. This dispositional assessment rubric references the conceptual framework and articulates the dispositions expected for the advanced candidate in alignment with INTASC and ISLLC standards. Specific behaviors, implementation procedures, and enforcement of dispositions are clearly defined. Remediation status and removal procedures are in place and are delineated by a flow chart that explains the due process procedure.

Dispositional assessments are included for candidates in School Counseling. Professionalism is addressed in the CACREP Standards documented within syllabi for course work. A Discussion Board document indicates that in 2002 one candidate experienced remediation for inappropriate dispositional characteristics, and in 2004 two candidates were counseled out of the program because of dispositional issues. Surveys and other evidence are not available to document dispositional behaviors.

Intern evaluations for Ed.S. in School Psychology (Spring 2003) include a component “Interpersonal Communication, Consultation, and Collaboration.” Addressing dispositional characteristics of the three program interns of that term, candidates scored consistently high with average scores of 4.67 to 5.0 on a 5 point scale. Dispositions are also addressed within course syllabi. More recent data are not available.

Communication Disorders candidates are assessed for dispositional characteristics through clinical supervisors’ narrative comments on program evaluation instruments. Although individual candidate performances are monitored, aggregated data are not available.

Library media candidates are assessed for dispositional characteristics throughout coursework with assessments aligned with INTASC performance standards. Aggregations of these dispositional assessments are not available. No survey data completed by clinical supervisors, candidates, or university supervisors are available to indicate dispositional assessments of library media candidates.

## **H. Student learning for teacher candidates**

### Initial Teacher Preparation

Evidence of candidates’ ability to “design and use formative, classroom assessments” is documented in the Student Teacher Survey, the New Teacher Survey, and the Principal Survey. Ratings range from 1 (poorly prepared) to 4 (very well prepared) with mean ratings ranging from 2.00 to 4.00 (well-prepared to very well-prepared). Final evaluations of student teaching experiences for 2001-2004 candidates also provide evidence of candidates’ skills in assessing learners, using a variety of assessments, maintaining useful records of student performances, adjusting plans, reflecting on effects of instructional decisions, refining instruction based on learning outcomes, and encouraging self-assessment by students. Evaluations range from a minimum of 1 (proficient) to 3 (unsatisfactory) with mean ratings in the “proficient” range (1.08 – 1.40).

Interviews with candidates, current students and alumni, cooperating teachers, faculty, and school administrators indicate that candidates do demonstrate the ability to develop and implement assessments. A common recommendation, cited in the summary analysis of the Principal Survey, is to provide more preparation in this area. Evidence from student teaching evaluations and from the interviews also indicates that candidates adjust instruction based upon assessments of student learning. However, there is a lack of consistent, direct evidence of candidates' positive effect on student learning

### **I. Student learning for other school personnel**

Student learning is assessed in the culminating portfolio for ELAF candidates. Standard 2 of the portfolio rubric states, "A school administrator is an educational leader who promotes the success of all students and staff by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." To successfully complete this component, candidates provide three or more sources for assessment of students and these data indicate student learning. Employer, candidate, and alumni surveys provide mean scores ranging from 4.20 to 4.77 on key indicators of "sustaining a school culture and instructional program conducive to student learning" and "ensuring a safe, efficient and effective learning environment."

School counseling candidates demonstrate positive learning environments within the guidelines of their Individual Internship Educational Plan. Candidate understanding and application of the knowledge of developmental levels are assessed through evaluations during field experiences.

Evidence regarding school psychology candidates' work in schools is not readily apparent, but they participate in experiences beyond school settings, thus helping them know the communities in which they serve. These experiences include work with autism clinics, work with clients in low socio-economic areas, and work at the Porter School Psychology Center. Candidates' ability to use technology to enhance learning environments is assessed through the departmental Technology Applications Proficiency assessment tool. This tool assesses for competency in word processing, data analysis and management, presentation, internet/database searches, and e-mail. Data indicating systematic use of this instrument were not available to the team at the time of the visit.

In the Communication Disorders program, there is survey evidence of appropriate services provided to students in multiple areas of communication disorders. These areas include articulation, language, fluency, autism, hearing impairment, and Downs syndrome.

No consistent evidence is found for student learning in Library and Media.

### **Overall Assessment of Standard**

Expectations for candidate performance in programs are aligned with national and state standards and most evaluations of candidate performance include criteria aligned with these standards, particularly in the area of content knowledge and professional knowledge and skills (with the exception of library media). While measures of central tendency regarding candidate performance are consistently high in areas of content knowledge and professional knowledge and skills, assessment results available also indicate that candidate performance ranged from the

lowest level (e.g., poorly prepared or unsatisfactory) to the highest level (e.g., very well prepared to proficient) in most assessments. The articulation, alignment, and assessment of dispositions are not clear in programs in library media, advanced teacher preparation programs, school counseling and school psychology. Evidence of candidates' ability to develop and implement a variety of assessments related to their field of practice and to modify instruction or interventions based upon assessments of students and clients is available; however, there is a lack of direct evidence of candidates' impact upon student learning or upon environments impacting student learning.

**Recommendation: MET**

**Areas for Improvement:**

New:

*1. Candidate dispositions are not clearly articulated and assessed across all programs.*

Rationale: Program documents and assessments vary in quality and depth in their treatment and assessment of candidate dispositions. Without a clear articulation of these dispositions, candidates are not aware of the unit's expectations and the unit is not able to clearly assess whether its programs appropriately prepare candidates in these critical areas. Aggregation of unit data with regards to candidate dispositions is limited and inconsistent.

*2. Candidate effect on student learning is not clearly assessed across all programs.*

Rationale: The lack of consistent data sets regarding student learning suggests that the candidate impact on student learning is not clearly assessed across all programs. While initial programs use survey results to assess candidate knowledge of student assessment techniques, the candidates' abilities to effectively apply those techniques is less clear. At the advanced and continuing preparation level, variation across programs highlights a similar concern. Data indicate that educational administration candidates are effective in this area, but data sets are limited or not available for other advanced programs.

**STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION**

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

**Level:** Initial and Advanced

**A. Assessment System**

The unit assessment system is comprised of two components at both the initial and advanced levels. One component of the system addresses the identification, collection and analysis of individual candidate performance, while the second component addresses the collection and analysis of aggregated candidate performance data for the assessment of program quality.

The individual candidate performance component is presented graphically identifying the four stages, the assessments reviewed at each stage, the purpose and nature of each assessment, and when it is analyzed. The four stages model candidate progression ~~through~~ through the programs and reflect the unit’s conceptual framework, *Becoming a Complete Professional*, as well as state standards and professional standards. The assessments identified at each stage represent comprehensive and multiple assessments, from standardized test scores to assessments of candidate performance in specific key courses or program requirements. The purpose of each assessment is documented in meeting specific standards, while the nature of each measure is noted to verify the multiple forms of assessment. The candidate performance component reflects an annual timeline, indicating when each assessment is collected and analyzed.

Initial

For initial programs, there is evidence that a large number and variety of individuals were involved, as noted in the table below, in determining the use of the conceptual framework as the foundation for the candidate performance system.

Table 2.1

Committee or Group	Category of Stakeholder					
	Education Faculty or Admin.	Content Faculty or Admin.	P-12 Faculty or Admin.	Candidates in program	Alumni	Other
Teacher Education Committee	X	X	X	X		
K-12 Committee	X	X				
Executive Committee for Secondary Programs	X	X	X			
School of Education Congress	X	X		X	X	
PDS Steering Council	X	X	X			

Committee or Group	Category of Stakeholder					
	Education Faculty or Admin.	Content Faculty or Admin.	P-12 Faculty or Admin.	Candidates in program	Alumni	Other
Project Management Team – IPSB Title II grant: Project PETE	X	X	X			Community Provost
Transition Committee	X	X	X			
Stakeholder meetings – large group sessions held 2 – 3 times per year.	X	X	X			
Professional Development Assessment Committee	X	X				
Clinical Faculty Development Committee	X	X	X			
Departmental / Program Specific committees	X		X	X	X	

Stakeholder involvement is structured to be both formal and informal. Teacher Education Committee, ~~School~~ College of Education Congress, the Professional Development Schools Steering Council, and many departmental committees are formal governance structures that provide for extensive, ongoing stakeholder involvement. As needed, the unit will appoint task forces or committees that are less formal and advisory in nature to continue to provide several levels of involvement and perspectives in the ongoing implementation and monitoring of the UAS.

June 2002, the unit presented to the Indiana Department of Education Division of Professional Standards (DPS) a report outlining the plan for its unit assessment system. The education faculty, along with a range of stakeholders who were members of various committees, aligned the INTASC principles with the three elements of the conceptual framework, *Becoming a Complete Professional*. Since 2002, these committees have been engaged in the determination of the four stages and the specific assessments appropriate for analysis at each stage.

The COE Teacher Education Committee (TEC) is charged with overall responsibility to assist in planning, approving, and coordinating the various changes in programs that prepare licensed educators for preschool through high school settings. TEC carries the responsibility for ensuring the institution meets the regulations of the DPS and the standards of NCATE and other relevant accrediting bodies and thus has responsibility for the management of the unit assessment system. The TEC voting members include 18 faculty representing all five of the involved academic units, an undergraduate and graduate student, and a P-12 school representative, with the majority of the votes in the COE. Items passed by the TEC are routed through the COE Dean for action. In September 2005, the TEC discussed an *Assessment Summary: Teacher Candidate Learning Outcomes* document that exhibits the multiple assessments the unit plans to collect to document meeting the indicators of NCATE Standard 1. Beyond identification of the responsibility of the

TEC, there was not evidence of one individual or office which had responsibility as the manager or coordinator of the unit assessment system.

In the initial programs, candidate performance is assessed at four stages: entrance to the program, pre-student teaching phase, entrance to student teaching and exit from the program. The Assessment Committee, created in 2004, established a timeline for the annual collection, aggregation and analysis of assessment indicators. The transition points and assessments for *Becoming a Complete Professional* (BCP) include:

**BCP1: Admission**

- application
- Praxis I score at above state licensure requirement
- GPA: 2.5 or higher overall
- Grades of “C” or better in identified key courses or review of content background for Transition to Teaching (T2T) candidates
- Limited criminal history check clearance
- Recommendation of content department (5-12 and all grade) or recommendation from instructors in initial experience courses (elementary/early childhood)
- Standards report (elementary/early childhood)
- Satisfactory completion of content courses as specified by content department (5-12 and all grade)
- ELED 100 or ELED 110, professional GPA 2.5 and no grade less than “C” (elementary/early childhood)

**BCP 2: Pre-student teaching**

Elementary/Early Childhood

- Application
- Recommendation from EECE faculty in BCP 1 courses
- Standards report
- Overall 2.5 GPA
- Professional GPA 2.5 and no grade less than “C”

5-12

- Grade of “C” or better in CIMT 301/302
- Satisfactory rating on specified rubrics in CIMT 301/302 fieldwork
- Satisfactory recommendation(s) by CIMT 301/302 instructors

All Grade

- Grade of “C” or better in ELED 225
- Satisfactory rating on specified rubrics in ELED 225 fieldwork
- Satisfactory recommendation(s) by ELED 225 instructor

**BCP 3: Entrance to Student Teaching**

Elementary/Early Childhood

- Application to student teaching
- Recommendation from EECE faculty in BCP 2 courses
- Standards report and documentation of completed remediation if applicable
- Overall 2.5 GPA
- Praxis II

- Professional GPA 2.5 and no grade less than “C”

## 5-12

- Grade of “C” or better in CIMT 400L fieldwork as related by clinical faculty on specified rubrics
- Satisfactory recommendation(s) by course instructor in CIMT 400 and content methods instructors if applicable

## All Grade

- Grade of “C” or better in CIMT 301, 302 and 350
- Satisfactory performance in CIMT 350 field work as rated by clinical faculty on specified rubrics
- Satisfactory recommendation by CIMT 350 instructor
- Satisfactory recommendation by content methods instructor if applicable

## For both 5-12 and All Grade:

- Application for student teaching
- Grade of “C” or better for SPED 226, EPSY 341 or approved equivalent, and content methods courses
- Praxis II
- Grade of “C” or better in identified key content courses
- Overall 2.5 GPA in content area and in all Professional Education and approved multicultural course(s) taken
- Any special requirements for student teaching originating in the content major satisfied (see specific major)
- Recommendation of content department or interview for secondary T2T candidates

BCP 4: Exit from Program

## For elementary/early childhood:

- Recommendation from faculty in student teaching
- Portfolio assessment
- Praxis II score at state licensure level
- Overall 2.5 GPA
- Qualify for degree

## For 5-12 and All Grade:

- Satisfactory or better rating in student teaching
- Satisfactory or better rating on performance assessment (Report/Portfolio)

Candidates must meet the stated assessments at each stage in their respective programs before they are permitted to advance to the next stage. Candidates who do not meet the respective assessment requirements within a stage meet with their respective program faculty/advisors to discuss the unmet requirements. Resolution is reached on a more individual level relative to the specific issue. Examples include test re-takes, revisions to required assignments and identification of appropriate remediation contracts. Candidates who cannot meet the assessment criteria at any one stage may be removed from the program and directed to a different academic career.

Key assessments contain questions that directly reflect INTASC and DPS standards. An example at the initial level is the *Final Evaluation of Supervised Teaching Experiences*. The

team found evidence of reports completed regarding candidates' performance on specific key course assessments and that individual or program faculty have reviewed those reports. Yet, there was not evidence that such reports are systematically collected and analyzed by either the Assessment Committee or the Teacher Education Committee. Overall, the responsibilities and accountability for unit assessment activities in collection, analysis, and sharing of data are unclear and not articulated across programs.

The initial level program assessment process also includes the regular administration of alumni and employer surveys. To date, the university Office of Assessment and Accreditation has prepared data analysis reports for review at the program level. Individual examples identified from some programs during the BOE visit indicate that the assessment results reflect candidate success in their employment and employer satisfaction with candidate preparation.

### Advanced

For advanced programs, the stakeholder committees noted earlier similarly determined the conceptual framework as the foundation for the candidate performance system. The alignment of the conceptual framework and the unit's use of the NBPTS standards in the assessments of continuing preparation candidates were not evident nor explicit in unit documents. For the advanced programs for other school personnel, the respective national standards were the foundation of the program assessments, but again documentation that integrates these standards with the conceptual framework is not available. In all cases, the BCP framework seemed to be independent from the specified standards for continuing and advanced preparation.

While evidence is available that the stakeholder committees approved the conceptual framework, the team could not verify stakeholder involvement in the identification of the stages and assessments for advanced program transition points. The four stages of the individual candidate performance assessment components at the advanced level include: admissions, mid-point, completion of the program, and post completion/graduation of the program. The first three stages address the candidates' progress through their respective programs. At the point of admissions, candidates' admissions data and entrance examination are reviewed. Data reviewed at the mid-point include candidates' GPA, Praxis, and portfolio and standards analysis, specific to the respective advanced programs. At the third stage, there are three assessments: candidates' performance on applicable licensure examinations (if required), graduate student surveys, and relevant professional association or expert faculty reports, as appropriate for respective advanced programs. The final stage of the advanced process includes survey data from the alumni and employers.

Candidates must meet the stated assessments at each stage in their respective programs before they are permitted to advance to the next stage. Candidates who do not meet the respective assessment requirements within a stage meet with their respective program faculty/advisors to discuss the unmet requirements. Resolution is reached on a more individual level relative to the specific issue. Examples include test re-takes, revisions to required assignments and identification of appropriate remediation contracts. Candidates who cannot meet the assessment criteria at any one stage may be removed from the program and directed to a different academic career.

The assessments required at each of these stages are specific to the respective advanced level program. For programs for continuing preparation of teachers at the advanced level, the

assessments address NBPTS standards. The assessments for the advanced programs for other school personnel derive from and address the standards of the respective professional associations, such as ISLCC, CACREP, NASP.

In addition to these individual candidate assessments, selected programs at the advanced level prepare annual program reviews for their advisory boards. Programs with such advisory boards and annual reviews include educational leadership administration, special education, and school counseling. Furthermore, in 2005 faculty in the EESE and CIMT departments requested formation of an expert panel to review the student performance on a number of specific student learning objectives in the M.Ed. and Transition to Teaching programs. The panel talked with faculty in January 2005 as to their assessment of student performance with respect to NBPTS and program standards. The panel's final report addressed specifically student learning with respect to the standards sets noted above and five themes that emerged from the discussions with faculty: practice beyond knowledge, collaboration across disciplines, diversity, creativity and risk-taking, and workplace. The panel's report was discussed by the graduate faculty in spring 2005.

At both the initial and advanced levels, assessments are made at admission into the programs, midpoint, at program completion, and following program completion/graduation. New teacher/alumni and principal/employer survey data provide evidence of candidate success. Yet, the system does not provide evidence about the assessments used in terms of being *predictors* of candidate success.

A recent addition to the unit's assessment activities is the adoption of an electronic database for tracking and monitoring candidate achievement. Utilizing LiveText, the unit is able to prepare reports related to inter-rater reliability on the elementary INTASC assessments. Given the relative newness of the LiveText system, evidence of systematic review and/or analysis of these data is unavailable. Instrument validity and reliability analyses have been conducted on the principal, new teacher, and student teacher surveys that were used in the 2004-2005 academic year, as well as the *Final Evaluation of Supervised Teaching Experiences*. The reliability, using Cronbach's Alpha, ranged from .928 to .964. For the *Final Evaluation of Supervised Teaching Experiences* instrument, further reliability testing has been conducted between unit and non-unit evaluators. Construct validity of the instruments has been completed by means of factor analysis of the individual questions.

## **B. Data Collection, Analysis and Evaluation**

Data collection, analysis and evaluation are conducted for both components of the unit assessment system; individual candidate performance assessment and program assessment. The collection and use of data for improvements of unit operations are not well defined.

### Initial

Since June 2002, the unit has identified the data to be collected and analyzed at the four decision points within each of the initial programs to monitor *candidate progress*. The Assessment Committee, established in 2004, established a timeline for the annual collection, aggregation and analysis of assessment indicators. While this timeline identifies the purpose and nature of the assessments collected, at this time it does not reflect to whom and by whom the data are analyzed

and discussed. It is not clear whether the data for each initial program are directed to the program/department faculty, the Assessment Committee, or the Teacher Education Committee for review. Assessment Committee members indicate that they are in the process of “institutionalizing” elements of the assessment system to determine clearly to whom reports will be directed and who has the responsibility for monitoring the annual completion of reports, as indicated on the timeline. This lack of clarity regarding responsibility results in great variance of coverage across and among programs. Evidence of data reports for some, but not all assessment indicators, nor for all initial programs is available. The university Office of Assessment and Accreditation provides data analysis reports of such indicators as student teacher and new teacher surveys.

At the *program* review level which involves analysis of aggregate data, the assessment system component was developed in 2004 by the COE Assessment Committee that includes representatives of the Dean’s Office and COE departments. The proposed process was shared with the departments for review and edited in its present form based on department suggestions. This final process was shared with the Teacher Education Committee in 2005 and is ready for implementation. Evidence of this Committee’s review and discussion of *programmatic* data were found in minutes of fall 2005 meeting minutes which took place shortly before the BOE visit.

At the initial level, the program assessment system includes five stages: entry (admission) into the program, at two points during the course of each program, at graduation/completion of each program, and following graduation/completion as alumni. The unit has identified assessments that are to be collected and analyzed at each stage, along with indications of the measures’ purpose and nature.

The stages of the program assessment system reflect information about applicant qualifications, candidate proficiencies, graduates competence, and program quality. The assessments’ purpose specifies their focus. For example, assessments informing program quality include data aggregation of individual candidate assessments in key courses, final evaluations of supervised teaching experience, Praxis II, and surveys from alumni and principals. As the examples illustrate, multiple assessments are utilized. The assessments collected are not comprehensive in terms of reflecting both internal and external sources. While the documentation indicates that candidates, recent graduates and principals complete assessments, the team found no evidence of evaluations collected and analyzed from faculty or additional members of the professional community.

Current assessment practices yield data at the program level for the assessment of candidate performance, yet no process or system is identified to bring these data to the unit level. Additionally, activities do not consistently include assessments that address aspects of the unit operations including measures that address clinical experiences and instruction.

The graphic presentation of the program assessment system indicates when the assessments will be analyzed and when the analyses will be presented either to the COE Dean’s Office, individual departments or Teacher Education Committee. Yet, as a *unit* assessment system, there is not evidence that data or summative analyses are systematically reviewed and analyzed at the unit level.

Beginning in 2000, the unit began discussions with university technology personnel about the development of an information management system. Over the course of several years’

discussion, it was decided that the university did not have the resources to support the design of a database management system specific to this purpose. Thus in 2003, the decision was made to purchase LiveText and utilize this software for the management of the unit's assessment system.

Prior to the LiveText implementation, the COE relied on the university Office of Assessment and Accreditation. This office has provided a variety of analyses of survey data for the COE, such responses to 2001-2003 New Teacher Surveys, as well as Student Teacher Surveys 2003-2004. Additional analyses of data have been completed by COE offices, including the offices of the Dean and Education Student Services, as well as various departments. The system for sharing and discussing these analyses is not apparent prior to the timeline and system implemented in 2004 as noted above.

With the implementation of LiveText in 2004, individual faculty members have the ability to prepare an extensive array of statistical reports concerning candidate performance on specific content course assignments, including the key courses and standards/portfolio assessments found in the assessment system. These statistical reports refer to candidate performance on rubrics, as well as to ways in which course activities/assessments address INTASC principles. Examples include student teaching reports, specific course lesson plans, and pre student teaching course activities; all from courses in CIMT, ELED, art, music, science education, as examples. While the availability of the reports is not in question, evidence of faculty review and discussion of these analyses was not available to the team.

#### Advanced

The program assessment system at the advanced level is presented as synonymous with the individual candidate performance assessment system. The data collected at each stage are specific to respective advanced programs, and are shared and analyzed within the respective departments. Information is collected about applicant qualifications and candidate proficiencies in terms of GPA, related Praxis test results, and programmatic assessments a part of course and/or program requirements. Competence of graduates is measured in several ways through student, alumni, and employer surveys. The system includes the use of faculty expert panels every three years to assess the quality of the continuing preparation programs at the advanced level. While not noted specifically in the program assessment system, the other school personnel advanced program seek professional association approval routinely, as a program quality assessment. There is no evidence of a systematic evaluation of unit operations at the advanced level.

Similar to the development process described above, since June 2002, the unit has identified the data to be collected and analyzed at the four decision points within each of the advanced programs to monitor *candidate progress*. The Assessment Committee established in 2004 established a timeline for the collection, aggregation and analysis of assessment indicators annually. Advanced programs are not consistent in their generation or use of reports and not all programs have implemented a reporting process.

The assessment timeline/chart identifies the purpose, nature of the assessments collected, and when the assessments are collected. While the chart includes a column to indicate to whom the analyses are presented, this information is not identified consistently for each of the stages and assessments within individual stages for all advanced programs. Again, while there are examples of thorough reports of individual candidate progress and performance for some

advanced programs (reports associated with respective professional association accreditation requirements), such reports are not available consistently nor as systematic reflections of aggregated *programmatic* performance. As noted above, it is not clear whether the data for each advanced program are directed to the program/department faculty, the Assessment Committee, or the Teacher Education Committee for review. During the BOE visit, members of the Assessment Committee indicated that they are in the process of “institutionalizing” elements of the assessment system to determine clearly to whom reports will be directed and who has the responsibility for monitoring the annual completion of reports, as indicated on the timeline.

At the *program* review level which involves analysis of aggregate data, the assessment system component was developed in 2004 by the COE Assessment Committee that includes representatives of the Dean’s Office and COE departments. The proposed process was shared with the departments for review and edited in its present form based on department suggestions. This final process was shared with the Teacher Education Committee in 2005 and is ready for implementation. Evidence of this Committee’s review and discussion of *programmatic* data was found in minutes of a fall 2005 meeting that took place shortly before the BOE visit.

Within the unit, there is not an approved formal process for the management of candidate complaints. A draft of such process is on the agenda of the COE Congress for this academic year. The proposed process outlines the course of actions recommended for candidates with a grievance. Should the matter not be resolved satisfactorily between the candidate and the faculty member, dean or appropriate faculty committee, the candidate presents in writing a formal grievance to the COE Congress. Appeals not resolved through the Congress are directed to the Vice President for Academic Affairs.

### **C. Use of Data for Program Improvement**

As indicated above, the unit collects and analyzes data, including candidate and graduate performance information, primarily at the department or program level. In fall 2005, the EESE faculty discussed the reports provided by the Office of Assessment and Accreditation that summarized data from student teaching assessments and final evaluations of supervised teaching experiences and surveys received from new teachers (alumni) and principals. The faculty identified program strengths and weaknesses for continued discussion. In spring 2005, the CIMT faculty conducted a similar discussion, noting that the department’s programs seem to be strong. The CIMT faculty are considering creation of an assessment committee in the department to review data reports.

Individual examples across programs can be identified in which data have been used to modify courses and/or programs although the limitation of inconsistent departmental analysis is reflected in the documentation supporting these changes. For example, while there are no systematic data available that address the efficacy of pre-student teaching and student teaching experiences at the initial level, such data are identified for clinical experiences in the advanced programs for other school personnel. In interviews, program faculty are able to identify course changes based on evaluations and survey data, but evidence of a consistent pattern or system of the use of data for program improvement is less clear.

### Overall Assessment of Standard

Evidence of candidate performance and program data collected and analyzed within each program at the initial and advanced levels is apparent, but cohesion at the unit level is missing. A structure/system for the collection of these data for unit use was established in 2004. Prior to this time, these data were used by program/department faculty to assess candidate performance, candidate success and program quality. Review and use of these data at a *unit* level were inconsistent. Since 2004, the unit has identified and begun to implement a system for data collection and analysis, and this effort has been facilitated with the purchase and implementation of LiveText. The unit is in the midst of “institutionalizing” this system. While the unit has collected and utilized data to review and to modify its programs as necessary, it only has begun to utilize a *system of data analysis* at the *unit* level.

### Recommendation: Not Met

#### Areas for Improvement:

##### New

1. *The unit has not fully developed and implemented a system of data collection regarding unit operations.*

Rationale: Current assessment data and the system of analysis focus on candidate quality and program issues, but fail to address unit operations such as the quality of clinical experiences and instructional efficacy. Lacking this data and a unit-level system of analysis, the unit is unable to assess and consider coherence and efficacy in its delivery of programs nor can it identify structural and procedures changes for improvement.

2. *The unit has not identified a systematic and continuous process for data collection, aggregation, dissemination and analysis at the unit level.*

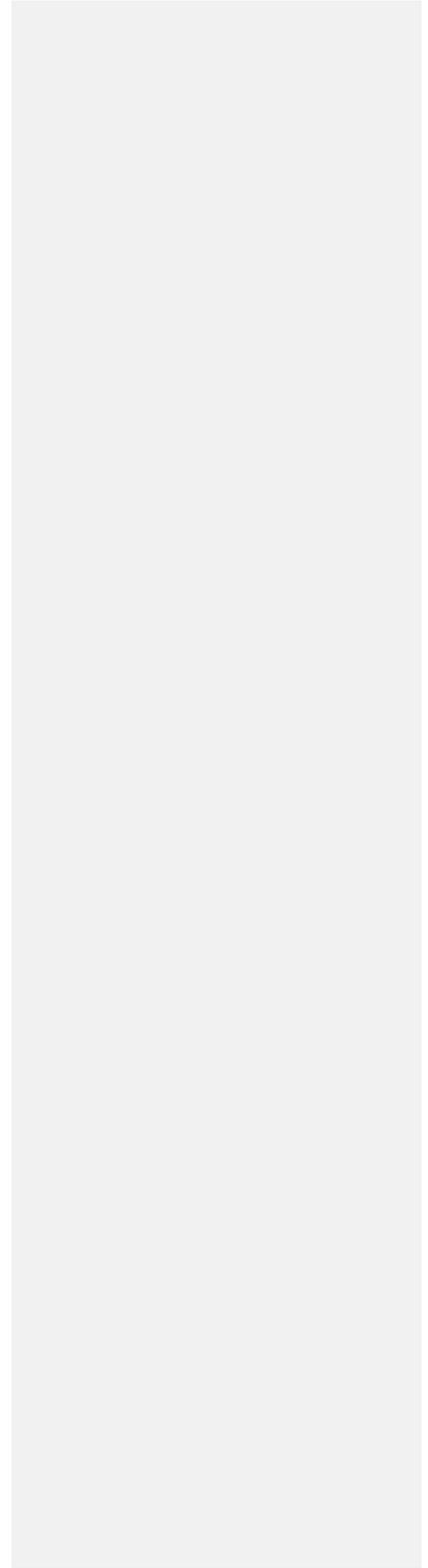
Rationale: While a system of candidate performance and program assessment was established in 2004, the unit has not completed the “institutionalization” of the assessment system.— There is not evidence of systematic aggregation of program level data and department analyses. As a result, the assessment activities could be characterized as assessment silos with limited or no interaction or consistency across programs which limits the usefulness of the data collected for improvement of unit-level functions.

3. *Management and oversight responsibilities related to the unit assessment system are not clearly identified nor implemented.*

Rationale: Faculty and other stakeholders cannot clearly articulate the process and/or responsible entities for the unit level management of the system. At the advanced level, the assessment timeline chart is particularly vague regarding responsible parts and how the information from candidate and program level assessment supports the unit in its decision-making processes. The inconsistency of information and the variance in availability highlights a need for more clearly defined roles and responsibilities related to the unit assessment system.

*4. The unit does not appropriately track formal complaints and their resolution.*

The unit's formal complaint process has yet to be approved by the COE Congress and no evidence of tracking of complaints and resolutions was available at the time of the visit. The absence of formal complaint system results in a lost opportunity for unit level and/or program improvement. Draft proposals available to the team indicate that the unit is working to resolve this concern, possibly as soon as the spring 2006 semester.



**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.*

**Level:** Initial and Advanced

**A. Collaboration between unit and school partners**

Indiana State University has developed and maintains a longstanding history of collaboration with school corporations throughout the state, particularly in the west central region of the state. During the past 13 years, the unit has engaged in formal partnerships with professional development schools and partner schools in Vigo, Clay, [Southwest Parke](#), and Vermillion County School Corporations along with Indianapolis Public Schools. The purpose of the partnership is to “link renewal in schools to renewal in educator preparation.” The goals of the partnership are to: “(1) increase learning for all youngsters in PDS sites; (2) provide optimal learning environments for preservice educators; (3) provide meaningful professional development for university and school faculty; and (4) support school/university collaborative inquiry.” The partnership sets the stage for ongoing collaboration in developing, evaluating, and refining field experiences. This is accomplished through both formal and informal communication structures. Teachers, administrators, and ISU faculty serve on the PDS steering committee. Schools also have liaisons (principals or teachers) and the university also assigns a university liaison to school sites. Liaisons, teachers, principals and others are actively involved in such activities as: “matching” interns with highly qualified mentor teachers; refining field experience tasks and/or assessments; delivering professional development for preservice and inservice teachers that is aligned with school improvement goals; and collaborating on grant writing and other activities to locate additional resources to support student learning and preservice and inservice teacher development.

PDS teachers and principals indicate that they have a very strong partnership with ISU which benefits all parties. K-12 faculty serve on unit committees including those responsible for evaluating and redesigning the conceptual framework of the unit and on COE search committees for faculty. Additionally, PDS faculty recommended program changes such as the addition of a course in classroom management. The unit responded to this recommendation and developed the course requirement. A third collaborative example includes a partnership to tutor middle school students who need additional academic support.

Unit personnel work collaboratively with school corporation offices to facilitate the placements of candidates in schools for their preservice field observations and practica as well as the student teacher experiences and internships. Following the initial unit request to place candidates, the district offices contact the individual partner schools to relay the request. Placement is determined following the principal’s consultation with clinical faculty.

At the advanced level, school administration interns’ placements are determined with input from both unit supervisor and partner administrator. Other advanced programs such as school counseling follow the recommendations of the individual’s committee regarding placement.

## B. Design, implementation, and evaluation of field experiences and clinical practice

All initial preparation programs require multiple field experiences, which occur in culturally and racially diverse schools. While not all district schools are characterized by diversity, through its partnerships, the unit works with district personnel to foster an understanding that candidates must be placed in diverse sites. Tracking of placements is done within programs and is accomplished through various technological and non-technological means, depending on program area. Candidates report and can explain placement policies that support diverse experiences. Availability of statistical representations and analyses of diverse placements varied by program, but BOE members were convinced, however, of the appropriate application of these policies through interviews with candidates and P-12 school personnel.

For elementary, early childhood, and special education majors, the field experience components total more than 100 hours prior to student teaching. The middle level and junior high licensure programs have field experiences totaling more than 50 hours prior to student teaching. Student teaching for both licensure areas require a minimum of 15 weeks or 525 hours in the student teaching experience. Field experiences in the professional education sequence of courses are reflective of the conceptual framework in that they exemplify the ideal of “becoming a complete professional.” These experiences include peer teaching and coaching, observation of experienced teachers, grading papers and projects, working with individual students, small group instruction, whole class instruction, integration of technology into instruction, reflective practice, conducting classroom-based work samples, and any number of other professional responsibilities. During these field and clinical experiences, candidates are assessed by both supervising faculty and clinical faculty for demonstration of the dispositions and the proficiencies outlined in state and professional standards. The following table provides explicit requirements of the field experiences and clinical practice of all programs within the unit.

**Table 3.1**  
**Field Experiences and Clinical Practice by Program**

<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Clinical Practice (Student Teaching or Internship)</b>	<b>Total Number of Hours</b>
ELED (BA/BS, Initial)	24 hrs of observation; Practicum 80-86	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	629-635
Early Childhood (BA/BS, Initial)	146 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	671
ELED/SPED – dual major	27 hrs of observation; Practicum 95-101	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	647-653
Secondary Professional Preparation	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
Business Ed (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
FACS (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575

<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Clinical Practice (Student Teaching or Internship)</b>	<b>Total Number of Hours</b>
Foreign Language (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
Language Arts (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
Math Education (BA/BS, Initial)	24 hrs ELED observation; 50 hrs of practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	599
Science Ed (BA/BS, Initial)	80 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	605
Social Studies (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
Technology Ed (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
T2T Secondary (ND, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
All-school settings Professional Preparation	16 hrs observation in elementary; 25 hrs of practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	566
Choral (BA/BS, Initial)	21-25 hrs observation; 35-40 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	581-590
Instrumental (BA/BS, Initial)	18 hrs observation; 31-36 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	574-579
Health (BA/BS, Initial)	50 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	575
Library Media (BA/BS, Initial)	16 hrs observation; 170 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	711
Physical Ed (BA/BS, Initial)	20 hrs observation; 70 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	615
Visual Arts (BA/BS, Initial)	21 hrs ELED observation, 3 hrs observation special needs, 5 hrs general observation; 25 hrs practicum	Minimum 15 weeks, 2 full-time placements in 2 settings, 525 hrs	579
Principal Prep. (M.Ed./ND, Adv.)	Internship 1 year, experiences at all school levels required	Minimum of 10 hrs per week for 30 weeks	300
Supt. Prep. (Ed.S., Adv.)	Summer Internship in a district office	10 hrs/wk for 10 weeks in one district	100
School Psychology Ed.S., Adv.)	Practica both university clinic and West Central IN school districts. Internship sites cover all of Indiana.	560 practicum hrs (minimum of 140 hrs per semester), one 1 year 1200 hour internship (at least 600 of which are in school settings)	1760
School Counselor (M.Ed./ND, Adv.)	NA	4 field experiences in 4 semesters, covering all school settings.	700
Library Media (Adv.)	120 hours practicum	NA	120
Speech Lang. Path (MS, Initial)	NA	400 practicum hours (combination of practicum, student teaching, clinic	400

Candidates in all programs have opportunities to observe and use various technology-enhanced instructional hardware and software such as Smart-Boards, ~~Powerpoint~~PowerPoint, and website building during their preparation. Additionally, candidates experience frequent use of laptops, handheld computers, and graphing calculators, and WebQ~~e~~uest and LiveText in their teacher education courses. All candidates are placed in settings where technology is available, and assessment instruments for field and clinical experiences list “technology use as an instructional tool” as one component by which the candidates are consistently assessed.

Clinical school-based faculty are licensed in the area in which they teach and are experienced public school classroom teachers. Although Indiana no longer requires that clinical teachers be credentialed at the Master’s degree level, principals stated they strongly attempt to place student teacher candidates with faculty who hold a Master’s degree and have a minimum of three years experience. Some principals seek to use classroom teachers with at least five years experience. For advanced programs, all internship supervisors hold at least a Master’s degree.

Clinical school-based faculty who supervise student teacher candidates receive a *Student Teaching Handbook* that clearly articulates supervision expectations. Additionally, meetings are held each semester with the Field Placement Directors to update clinical faculty of any changes in supervisory expectations. Clinical and university supervisors conduct formal and informal conferences with candidates throughout their student teaching and internship experiences. Advanced candidates state their satisfaction with the personal and interpersonal positive experiences and feedback they have received from the unit faculty as well as the clinical faculty supervising their internships. Distance learning candidates also expressed their satisfaction with the level of support they had received not only from their clinical supervisor but from their involvement with unit faculty as well.

Supervising clinical faculty state they consistently observe “awesome” displays of competencies, strengths and abilities from ISU students. Principals concur and say they try to hire as many ISU graduates as possible. Survey and other assessment data supporting these positive anecdotal reports were not available other than the items previously indicated in the Standard 1 narrative.

### **C. Candidates’ development and demonstration of knowledge, skills, and dispositions to help all students learn**

Data show that there were 229 undergraduate program completers and 30 post-baccalaureate completers for the 2002-2003 year. There were 245 undergraduate and 35 post-baccalaureate completers for the 2003-2004 year. Records show there were 284 undergraduate completers and 20 post-baccalaureate completers for the 2004-2005 year. Each teacher candidate and advanced candidate is assessed based on program, state, and national standards.

At the initial level, assessment of teacher candidates’ classroom performances includes regular observations by a unit faculty supervisor. Ongoing reflection and writing are encouraged, required, and developed throughout the professional sequence of courses. Reflective thinking and writing are expected routinely during all pre-student teaching experiences. A reflective discourse is expected after each day of teaching with the host teacher as well as after each observation by a unit faculty supervisor. Two formal assessments of content knowledge, pedagogical skill and dispositions occur during the placement: one at mid-term and the other at the conclusion of the placement. The formal assessments are completed and submitted to the

respective Director(s) of Clinical Experiences and Field Placements. In addition to the assessments completed by the unit supervisor, the host teacher also completes the formal assessment.

At the advanced level, school counseling candidates are evaluated using multiple assessment strategies that include videotapes, audiotapes, student self-evaluation, and review of P-12 student pre/post data. ELAF candidates are formally assessed using instruments contained within the candidates' portfolios.

### **Overall Assessment of Standard**

It is apparent through qualitative evidence that the field experiences and clinical practices of the ISU teacher candidates are beneficial agents that facilitate productive and continuous growth toward becoming complete professionals.

**Recommendation: Met**

**Areas for Improvement: None**

Corrected: *Field experience procedures do not consistently ensure that candidates study and practices in settings with culturally diverse and exceptional populations.*

Rationale: Field experience policies and tracking procedures ensure that all candidates experience diverse learners and learning sites.

**STANDARD 4. 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.*

**Level:** Initial and Advanced

**A. Design, implementation, and evaluation of curriculum and experiences**

Diversity is found in the conceptual framework, *Becoming a Complete Professional*, specifically under the *Teacher as a Person* component. Candidates at the initial level are introduced to this commitment to diversity through a range of courses that address diversity in the classroom, as well as diversity in society. All candidates take a U.S. diversity and international diversity course as part of the general studies requirement. Two professional education courses and a pedagogy course address diversity issues, and candidates are expected to achieve “satisfactory” or “proficient” on these INTASC standards, as evidenced by the rubrics within the courses. For example, lesson plans and teaching approaches are assessed for including adaptations including working with students with exceptionalities. Block one includes readings on poverty by Ruby Payne to prepare the candidates for their future field experiences as teacher candidates. In the Elementary Early Special Education (EASE) department, block three assesses candidates on most diversity standards. Blocks one and four also minimally assess candidates on diversity.

Candidates have clearly outlined proficiencies related to diversity which they are expected to develop and demonstrate in specific courses for all initial programs. The programs at this level evaluate diversity in terms of INTASC Standard 3, *Accommodation of Learner Diversity*, which aligns with state standards. In some, but not all of the courses addressing diversity, candidates are expected to achieve ratings of “satisfactory” or “proficient” on the professional standards related to diversity, associated with assignments for courses. At the time of the visit, summary data for these course-based assessments was not available, but BOE team members were convinced of the efficacy of the activities and candidate proficiencies through interviews and other evidence.

Required coursework and experiences enable teacher candidates and candidates for other professional school roles to develop awareness of the importance of diversity in teaching and learning as well as the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations. The Teacher Education Committee (TEC) initiated an ad hoc Diversity Subcommittee, which developed criteria and began to review course and program proposals for how departments would meet NCATE/INTASC diversity standards for teacher candidates. The Diversity Subcommittee sent department chairs information packets regarding the criteria and directions for preparing course/program proposals and planned the review to begin in August and continue throughout the 2001-02 academic year. Departments planned curricula to be in place by June 2002. The Diversity Subcommittee prepared an alignment chart that articulated how candidates met standards on diversity at all levels, initial and advanced, throughout their programs. The following courses address the INTASC Diversity Principle #3 (specifically 3K3, 3K4, 3P5, 3P7, and 6P4): EPSY 341, EPSY 202, SPED 226, CIMT 300, ELED 250, ELED 4/526, ELED 4/532, ELED 4/537, SPED 607, MUS 4/518, ELAF 200 and student teaching.

In addition to these curricular efforts, field placements in Professional Development Schools (PDS) offer opportunities for candidates to experience diversity first hand and implement curriculum in P-12 classrooms. Initial and advanced levels of preparation include an explicit and systematic field experience component in diverse P-12 school settings. Student teaching evaluations and student teaching reports reveal that candidates rate “satisfactory” or “proficient” in the area of diversity.

Within the advanced level programs, candidates must meet the diversity standard again at the “satisfactory” or “proficient” levels. For example, in the Master’s of Education program, Diversity, Action, Research, Technology (DART), the theme is woven into all the major courses. Also, the School Psychology Program assesses candidates in the area of diversity through case studies, self-assessments, distance learning settings, and annual evaluation of candidate’s knowledge, skills, and dispositions toward diverse populations. Results of the case study assessment rubrics reveal that candidates achieved satisfactory or proficient ratings on all diversity components. Another area, Educational Leadership and Administration requires mentor teachers/supervisors to evaluate candidate skills and dispositions based on the extent to which they are able to help students learn to respect individual and group diversity. In a recent assessment, candidates scored 4.6 on a 1-5 scale, with 5 being “very well-prepared.”

Within the School Counselor program, multicultural and diversity related issues are incorporated within each course, as well as in a course specifically addressing multicultural issues in the school counseling setting. During the internship year, candidates present at least one case study that deals with multicultural issues that meet multicultural proficiencies delineated in developmental standards and CACREP content standards. In COUNC 793B, field work assessments include the development of multiculturally sensitive lesson plans. This ensures candidates’ understanding of the importance of diversity teaching and learning. Dispositions are assessed in COUNC 535, Introduction to School Counseling, during their discussion board assignments. Candidates in school counseling collect and analyze data that show what P-12 students have learned from their lessons, counseling sessions, etc. Then they reflect on the data related to their intervention.

Program assessments administered to candidates that focus on their diversity knowledge, skills, and/or dispositions are as follows:

- Knowledge Base Diversity Quotient (KBDQ) assessment data and analysis show that faculty in educator preparation courses place a high priority on these aspects of diversity: How to engage in culturally sensitive interactions with others (knowledge of cultures, verbal/non-verbal communication style differences) (2.81), effects of teacher expectations and teacher-student interactions on student performance (2.81), principles of culturally appropriate pedagogy, multicultural education, and curriculum development (2.73), and how to use authentic and alternate assessment techniques (2.72). These ratings are based on a Likert scale of 1-3.
- Employer/principal surveys show new teachers are “very well prepared” in the area of helping students learn to respect individual and group differences. The surveys reveal the perception that ISU teachers are “well-prepared” with regard to the use of teaching approaches that are sensitive to diverse learners.

Although the unit provides evidence of diversity in design, implementation, and evaluation of curriculum and experiences, it shows little evidence of using these assessments as feedback to candidates to improve their knowledge, skills and dispositions in diversity.

### B. Experiences working with diverse faculty

COE candidates have experienced increased exposure to diverse faculty in the last five years. ISU's Affirmative Action Office indicates the percentage of female faculty has increased by 15.4 percent from 2000 to 2005 and minority faculty has grown steadily during the same period with an overall increase of 5.8 percent to a current level of 13.3 percent. The unit recently hired two minority faculty for the 2005-06 academic year.

**Table 4.1**  
**COE, Institution, and School Faculty Demographics**  
**Fall 2004**

	<i>Full time Unit, Initial Teacher Programs</i>	<i>Full time Unit, Advanced Programs*</i>	<i>Full Time Institution, Part-time Unit</i>	<i>School-based faculty<sup>1</sup></i>	<i>All Faculty in the Institution</i>
	N (%)	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	0	0	0	0	3 (.4%)
Asian or Pacific Islander	5 (7.8%)	4 (6.3%)	1 (2.7%)	5 (.5%)	39 (5.6%)
Black, non-Hispanic	2 (3.1%)	4 (6.3%)	2 (5.4%)	16 (1.5%)	20 (2.9%)
Hispanic	0	1 (1.6%)	0	2 (.2%)	12 (1.7%)
White, non-Hispanic	56 (87.5%)	55 (85.9%)	32 (86.5%)	1023 (97.8%)	599 (86.7%)
Two or more races	0	0	0	0	3 (.4%)
Other	0	0	2 (5.4%)	0	5 (.7%)
Race/ethnicity unknown	1 (1.6%)	0	1 (2.7%)	0	10 (1.4%)
<b>Total</b>	64	64	37	1,046	691
Female	43 (67.2%)	37 (57.8%)	14 (37.8%)	814 (77.8%)	284 (41.1%)
Male	21 (32.8%)	27 (42.2%)	23 (62.2%)	232 (22.2%)	407 (58.9%)
<b>Total</b>	64	64	37	1,046	691

\*Faculty are counted in both initial teacher preparation and advanced programs if they teach in both.

The unit has made concerted efforts in search and interview processes to recruit diverse faculty with the successes noted above. COE posts positions in specialized sources for minority faculty, calls potential and formal applicants to make a personal connection, contacts universities likely to graduate diverse individuals, and involves minorities in the search process. The college sends job postings to the NAME (National Association of Multicultural Education) Conference.

<sup>1</sup> Numbers are from Indiana Dept. of Education and represent Vigo County School Corporation numbers where all of students have multiple placements.

Recruitment efforts in the Gary, Indiana and Indianapolis regions, areas more ethnically diverse than Terre Haute, are continuous.

The faculty search process has been completely revised to eliminate obstacles to equal opportunity and to insure as much fairness in the consideration of candidates as is possible. The institution's affirmative action officer, as a third party neutral, reviews each stage of the search process. The key elements for judgment based on merit and not prohibited biases are: objectivity, consistency, rationality, and transparency. These have been built into the faculty hiring process to reduce bias and minimize subjectivity.

COE now uses strategies for on-campus interviews that include providing diverse interviewees with a packet of materials reflective of community diversity, inviting persons of diverse backgrounds to join the luncheon conversation, making efforts to present the department's program and collegiality as attractive, including the African American Cultural Center as part of the campus tour, including in the community tour information for outlets for diverse interviewees and arranging a real estate tour with an agent of their background.

Once hired, the college mentors the new faculty of diverse backgrounds as well as provides professional development for the existing department faculty on issues of diversity prior to new faculty beginning employment. The COE Diversity Summit held in January 2005 provided departments the opportunity to write their collective diversity plan and further prepare for the review of materials of diverse candidates and on-campus interviews of diverse candidates.

Presently, two courses taken by each teacher candidate are taught by diverse faculty. Specifically, initial program candidates have the opportunity to work with diverse higher education faculty in EPSY 202 /341 as well as CIMT 272/202, which are taken by all candidates depending on their certification level. Other opportunities for candidates to relate with faculty from diverse backgrounds are through the organization WIN (Women in NAACP), which is active in the community, as well as through guest lectures offered by international faculty on topics of their expertise to candidates through seminars or distance learning settings.

Most candidates interact with faculty in schools in Vigo County. The district includes forty public schools and several private/parochial schools within a geographic area of 800 square miles in west central Indiana. Diversity statistics for P-12 faculty reflect those of the geographic area. P-12 faculty data highlighting exceptionalities, language background, or socio-economic status are not available from districts or other sources.

Unit faculty have been recognized for their efforts in the area of diversity. The institution awards the Faculty Diversity Award to an ISU faculty member each year; several COE faculty have been recognized. Additional recognition for faculty in the area of diversity include grant funds of approximately one million dollars to support the Blumberg Center for the Deaf-blind Family Learning Weekend. These funds allowed five ISU candidates and 20 additional school staff in October 2004-05 to aid in the implementation of the Deaf-blind Family Learning Weekend.

### **C. Experiences working with diverse candidates**

The following is a compilation of the demographics of all COE candidates at ISU during Spring 2005.

**Table 4.3**  
**Candidate Demographics**  
**10 Day Enrollment Count - Spring 2005**

	<i>Candidates in Initial Teacher Preparation Programs</i>	<i>Candidates In Advanced Preparation Programs</i>	<i>All Students in the Institution</i>	<i>Demographics of Geographical Area Served by Institution<sup>2</sup></i>
	N (%)	N (%)	N (%)	%
American Indian or Alaskan Native	3 (0.2%)	3 (0.4%)	36 (0.4%)	0.3%
Asian or Pacific Islander	4 (0.3%)	12 (1.6%)	101 (1%)	0.9%
Black, non-Hispanic	71 (4.8%)	41 (5.4%)	1090 (10.8%)	3.9%
Hispanic	7 (0.5%)	14 (1.9%)	139 (1.4%)	0.9%
White, non-Hispanic	1360 (92%)	634 (84.0%)	8069 (79.9%)	94%
Multiracial	9 (0.6%)	1 (0.1%)	87 (0.9%)	0.9%
Other	5 (0.3%)	44 (5.8%)	373 (3.7%)	--
Race/ethnicity Unknown	19 (1.3%)	6 (7.9%)	200 (1.9%)	--
<b>Total</b>	1478 (100%)	755 (100%)	10,095	
Female	993 (67.2%)	527 (69.8%)	5287 (52.4%)	NA
Male	485 (32.8%)	228 (30.2%)	4808 (47.6%)	NA
<b>Total</b>	1478 (100%)	755 (100%)	10,085	

<sup>1</sup> Data from Workforce Region 7 Profile - <http://www.stats.indiana.edu/profiles/prwipr7.html>

The unit has made efforts to provide opportunities for candidates to interact with diverse candidates, as well as to recruit and retain diverse candidates. Examples include

- International Education Week takes place in November on the ISU campus, and according to candidates, ISU invites organizations to get involved with this special week so they may have opportunities to interact with diverse candidates. Candidates associate with other students on campus from countries and backgrounds from countries other than their own.
- The LLL (Linking Language with Learners) is an exchange student group which encourages the service of tutoring these exchange students in the speaking of English. In addition, the exchange students may teach a foreign language to candidates.
- The PRE, Too! Project, a collaboration between ISU, Indianapolis Public Schools (IPS) and Ivy Tech (area career-technical school), allows for an increase in the number of ISU teacher candidates from underrepresented groups in IPS in three high needs areas: Special Education, English as a Second Language, and the sciences and math programs.

<sup>2</sup> Data from Workforce Region 7 Profile - <http://www.stats.indiana.edu/profiles/prwipr7.html>

- Through PDS high schools, field experiences and clinical experiences allow for exposure of ISU candidates to high school students in hopes of encouraging them to consider attending ISU as teacher candidates. One of the high school sites has a 94 percent minority enrollment.
- Through the MRRC-VCSC (Minority Recruitment and Retention Committee – Vigo County School Corporation) grant beginning in 2004, COE attempts to increase minority recruitment and retention of candidates from the VCSC FEA (Future Educators of America).

#### **D. Experiences working with diverse students in P-12 schools**

Candidates participate in field experiences and clinical experiences with P-12 students beginning in their first education methods class and continuing through the program each semester. The candidates participate in Block 3 field experiences in schools with students who come from a variety of ethnicities, races, and socioeconomic groups. The P-12 schools range in ethnicity from 0 to 44 percent, with all candidates experiencing at least one semester in a school of students with a minority population between 20 and 44 percent. In addition, all candidates experience at least one semester of field experience with student populations in which 67 to 94 percent qualify for free or reduced lunch.

In the EESE program, candidates take the Block 3 field experience component in one of four schools that has students of diverse backgrounds. In the CIMT and advanced programs, there is a concerted effort to place candidates in schools of diverse population for at least one field placement and/or student teaching experience. In fact, in the School Psychology program, there is a required practicum placement in the first semester of the program at Vigo County Headstart, and practicum placements with children who have disabilities.

Field experience evaluations demonstrate the candidates' knowledge, skills, and dispositions related to diversity. Further, candidates use the evaluation feedback from peers and supervisors to reflect on their skills in working with diverse students in a variety of ways. Assigned lesson reflections completed in field experiences and student teaching indicate that candidates are sensitive to the needs of diverse learners.

#### **Overall Assessment of Standard**

Programs at both the initial and advanced levels have required course assignments that address diversity as aligned with INTASC principle #3. Candidates demonstrate knowledge, skills and dispositions related to diversity through various class and field experience, clinical experience and internship assignments. Efforts to recruit and retain diverse faculty have proven beneficial and fruitful, with a minority faculty percentage in the COE comparable to the university's minority faculty, and higher than the community's minority percentage. Some effort has been made to increase candidates' opportunities to work with diverse candidates, but the unit's ethnic diversity is still less than the institution as a whole. All candidates participate in field and clinical experiences with P-12 students from diverse backgrounds in schools and/or clinical settings.

#### **Recommendation: MET**

**Areas for Improvement:**

1. Continued: *Candidates represent limited cultural diversity.*

Rationale: The diversity of candidates in the unit is less than that of the entire university, even though the number of candidates in the unit makes up a large portion of the entire ISU student population.

Corrected: *(Initial) Professional and pedagogical studies do not systematically include content on working with culturally diverse and exceptional populations.*

Rationale: The unit's curriculum includes multiple opportunities for candidates to learn and demonstrate knowledge and skills for working with students from low socio-economic backgrounds, from ethnically and racially diverse backgrounds, and who exhibit learning differences and challenges. The unit assesses candidates regularly regarding their knowledge and abilities in working with culturally diverse and exceptional populations.

Corrected: *(Advanced) Professional studies do not systematically include content on developing competencies that support learning for culturally diverse and exceptional populations.*

Rationale: As indicated in the rationale for the correction of this area for improvement at the initial level, the unit has revised its curriculum, assessments, and clinical experiences to enhance the knowledge and skill of advanced candidates in work with diverse students and in diverse settings.

Corrected: *Faculty in the unit represent limited cultural diversity.*

Rationale: The unit has reviewed and revised its recruitment, search, and hiring procedures to better attract minority candidates. Initiatives by the unit to recruit diverse faculty have resulted in two minority hires in the 2005-06 academic year.

## STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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

**Level:** Initial and Advanced

### A. Qualified faculty

There are 52 full-time and 31 part-time professional faculty in the Indiana State University (ISU) College of Education (COE). COE faculty generally teach at both the initial and advanced levels depending upon the need of each program, and their area of expertise. Additionally, 37 full-time content faculty in other colleges at the institution teach part time in COE programs.

Approximately 90 percent of all faculty hold terminal degrees in their disciplines. Full-time faculty without terminal degrees are generally former university lab school faculty or are doctoral candidates with expertise and/or a current teaching license in their respective disciplines. Part-time professional education faculty must have, at a minimum, a Master's degree and a current professional license in their area (i.e. licensed speech pathologist, school counselors, licensed psychologists, licensed mental health counselors, or juvenile probation officers). Full-time faculty who teach methods courses, supervise interns or practicum candidates, and serve as Professional Development School liaisons have P-12 teaching and clinical experience. A newly instituted policy regarding tenure and promotion provides for departments to emphasize the importance of faculty roles and functions in public school settings. School practitioners involved in supervising ISU teacher education candidates are expected to hold a masters degree and have at least three years of experience. Cooperating teachers are selected by their school principals and are encouraged to participate in clinical faculty training provided by ISU teacher education faculty. Faculty competency in and knowledge of area of their area of expertise are demonstrated through a review of vita. Higher education clinical faculty have first-hand understanding of school contexts and student populations.

### B. Modeling best professional practices in teaching

ISU's Mission, "... to educate students to be productive citizens," is fulfilled in the unit by making the knowledge and expertise of its faculty available and accessible. The mission underscores the importance that unit faculty place on a "living plan" to deliver programs that evolve and respond to changes in the educational landscape. Faculty live the tenets of the conceptual framework as they create teaching/learning environments guided by the axiom "Good Learning is a Function of Good Teaching." This idea is at the core of the unit Conceptual Framework, *Becoming a Complete Professional*, and is manifested in ISU classrooms, public school contexts, and in scholarly undertakings. Course syllabi reflect faculty efforts to offer

candidates opportunities to develop expert knowledge of content and pedagogy through methods such as:

- jigsaw activities in which candidates become experts in a specific topic and teach it to peers in the class (ELED 250)
- preparation of a work sample that includes candidate understanding of academic standards, ability to reflect on the effectiveness of a lesson, and ability to analyze student achievement
- collaboration with candidates in physics to design lessons on building catapults to be taught to university physics students (ITE 605)
- discussion of problem situations arising in classroom in terms of theories of child development. (EPSY 202)
- use of technology as an advocacy tool by presenting the findings of a research project to appropriate stakeholders

To prepare candidates to become productive members of professional communities, faculty design activities that involve candidates in real-world, educational situations. These include:

- videotaping and critiquing team-taught lessons in a public school setting
- collaborating with child care providers in developing curriculum and resources
- participating in service learning activities with elementary school students
- developing a cultural map of a community for a specific school district, considering a school's ISTEP performance on ASAP data sets and speculate on student performance relative to their social conditions in the community
- giving parent presentations and referrals
- completing a school budget describing the connection between what resources are needed to maintain and develop learning programs
- participating in after-school tutoring programs

To prepare candidates as individuals who demonstrate the behaviors expected of thoughtful, caring professionals, faculty include learning activities that allow candidates opportunities to

- reflect on personal learning gleaned from tutoring experiences
- review teacher dispositions and ISU COE Professionalism Agreement
- attend professional development conferences
- consider legal, moral, and ethical issues that pertain to ethical and professional behaviors

Faculty use a variety of teaching and assessment strategies including but not limited to reflection papers, candidate presentations, PowerPoint presentations, and teacher work samples. ISU continues its work in becoming an experiential learning, clinically-based program as evidenced by the 2005 Institute for Transforming Teacher Education that offered professional development opportunities for faculty to develop inquiry-based learning environments in teacher education and general education coursework.

By designing field experiences for candidates early in their programs, requiring candidates to teach units in public school settings, and by systematically assessing these candidate reports, faculty encourage the development of candidate reflection, critical thinking, problem solving, and professional dispositions. Through direct involvement in PDS improvement, faculty help promote quality experiences for teacher education candidates. One field experience reflection assignment for candidates to construct a cultural map indicates an understanding of the role

culture, community, and diversity play in the social, emotional, and intellectual experiences of children, young adolescents, and adolescents.

The increase of distance education course offered by faculty in the unit provides candidates with a wide range of access to content and pedagogical knowledge. Candidates also use technology by submitting projects and lesson plans through the LiveText system adopted by the unit to track and analyze candidate progress.

On a scale of 1-4, senior teacher education candidates indicated a 3.11 level of satisfaction on their entire educational experience, and a satisfaction of 2.73 for academic advising at the institution on the 2005 National Survey of Student Engagement (NSSE). Candidate evaluations of faculty teaching performance are collected for at least one course each year. Raw data from these evaluations (2003-2004) indicate a high level of student perceptions of the teaching effectiveness of unit faculty. According to the institutional retention and graduation rates, the COE had the highest one-year retention rates of student matriculating to the Academic Opportunity Program (2003-2004). Students with the COE as the last college of record had the highest 5- and 6-year graduations rates (54.2 and 59.6 percent respectively). Interviews with candidates indicate that unit faculty are of high quality and student oriented.

In addition to end-of-course evaluations, unit faculty conduct daily “minute” papers to see if candidates have achieved the objectives for each class, and conduct mid-semester evaluations of candidate perceptions of course instruction. Faculty report a process of department peer evaluation and syllabus review to improve instructional performance through “observation and conversation” on teaching. Faculty reflect on their teaching performance when writing annual reviews.

### **C. Modeling best professional practices in scholarship**

ISU expects scholarly activity related to teaching, research, scholarship, and creativity. Faculty submit scholarly efforts for professional review and evaluation and finalize such work in publications and presentations at local, state, national and international meetings of professional associations. In 2004 unit faculty authored five books, and 18 individual book chapters. Four monographs were authored by unit faculty, 57 manuscripts were published in professional journals, and faculty made 165 presentations at professional meetings. Some of the book chapters, articles, and presentations included candidates as co-authors or co-presenters. The scholarly activity reported here was generated by over 90 percent of the tenure/tenure-track faculty. Six faculty also edit professional journals.

Unit faculty engage in a variety of research and scholarly activities related to teaching and learning. During 2004 and 2005, 28 unit faculty received instructional technology mini grants to increase the application of technology in teacher education courses. Faculty across departments and colleges often co-directed these grants in combining content and pedagogical knowledge through the application of current trends in use of technology tools for candidate performance. Of 29 grant proposals submitted between October 2003 and March 2005, 25 received funding. Many of the grant proposals and awards focused on PDS activities and helped support improvement in instructional practices at the school sites as well as the quality of experiences for candidates and P-12 students. The unit received a Title II, US DOE Teacher Quality Enhancement-Partnership Grant in 2003. The project proposed by this grant, Project PRE, is

designed to link renewal and transformation of the teacher education program to renewal of high-need partner schools, and to impact teacher quality at the pre-service, induction and professional development levels of school personnel through professional development activities. The grant supports workshops conducted by faculty for classroom teachers (i.e., Mentor Teacher Preparation; Extending Teacher Creativity: Integration, Collaboration, and Computer Technology; Writing Through the Arts; Developing Leader Institute; and ISTEP Workshop).

#### **D. Modeling best professional practices in service**

Participation in service activities at the departmental, college, and university level is expected of all unit faculty. Unit faculty are well represented on ISU academic governance committees. Twenty faculty have been involved in project/program evaluation for schools, states, in other institutions of higher education, course evaluations, and 17 faculty have participated in professional association accreditation review. Faculty and staff are continuously involved in P-12 schools.

Faculty are also represented in a wide range of professional organizations at local, state, national, and international levels (i.e., Wabash Valley Educational Cooperative, ISTEP Indiana Statewide testing for Educational Progress Pilot Item Review Committee, Indiana State FACS Advisory Committee, Hoosier Association of Science Teachers, and Indiana APHERD, National Association of School Psychologists, National School Counselor Standards Board of Directors, Association for Children with Learning Disabilities, Vice President of the Society of International Chinese in Educational Technology, NAEYC Diversity Panel member, and International Reading Association). More than 90 percent of faculty are actively involved in these various types of service activities. Faculty service through activities at The Blumberg Center help provide professional development for school-based teams of teachers, school psychologists and school administrators to develop intervention plans for the shortage and training of teachers of students who are deaf or hard of hearing. The Porter School Psychology Centers provide assessment and consultation services. The Rowe Center for Communicative disorders provides speech and hearing therapy for members of the community. Off-campus service is provided in local hospitals and nursing homes.

#### **E. Collaboration**

Faculty collaborate with colleagues from across campus and with P-12 educators. The Teacher Education Committee membership includes representation from all content areas and from PDS faculty. The CIMT Department consistently collaborates with content areas in other colleges to assure the seamless connection between pedagogy and secondary content courses. Collaboration between the COE and the College of Arts and Sciences ~~is~~ was at one time supported by Project 30, a national organization dedicated to improving higher education. A majority of the grants received by the professional education unit are collaborative efforts that include teachers, schools, school districts, and faculty from other disciplines on campus.

The PDS partnership initiated 13 years ago in an effort to replace the ISU Laboratory School has grown into a large-scale, 20-school collaboration concentrating on the professional development of teachers and school improvement. The PDS collaboration was awarded a Christa McAuliffe Award for Distinguished Programs in Teacher Education, and served as a vehicle for receipt of

the Title II, Teacher Quality Enhancement Grant and subsequent creation of Faculty Learning Communities, cross-disciplinary groups of faculty engaged in collaborative, year-long programs to enhancing teaching and learning.

Partnerships with professional organizations have resulted in co-sponsorship of local and state conferences on school improvement and teacher professional development. Last year the COE offered university credit to PDS teachers for their attendance at the fall conference (Using Assessment to Improve Instruction) of the Indiana North Central Association - Commission on Accreditation and School Improvement (NCA-CASI). Faculty organize competition days for high school and middle school students to demonstrate their use of technology. These "Tech Track" and "Hands on High Tech" events serve to help recruit future candidates and involve current candidates in working with public school students.

#### **F. Unit evaluation of professional education faculty performance**

A new policy for promotion and tenure was adopted by the COE in 2001. This policy revisits the importance of faculty involvement in Professional Development Schools for the purposes of faculty advancement in the academy, stresses regular and systematic evaluation by multiple sources for all pre-tenure faculty, and places a greater responsibility on departments to determine final outcomes of faculty evaluations and to determine specific evaluative criteria and performance standards for faculty of each department. Because of the highly specialized nature of faculty expertise, departments are assigned a major role in assessing the significance and quality of discipline-specific faculty achievements leading to reappointment, promotion, and tenure decisions.

The standards for achievement for each faculty rank listed in The Indiana State University Handbook serve as the basis for the COE Promotion and Tenure Committee's evaluation of candidates and promotion and tenure decisions. The handbook further stipulates that each academic department must publish discipline specific criteria and performance standards to be used in departmental faculty personnel decisions. The evaluation of a candidate's total performance is a shared responsibility.

Faculty are evaluated annually. Each faculty member submits a document detailing professional accomplishments over the past 12 months. These annual reports are reviewed by a department committee, the department chair, and the Dean. Each pre-tenure faculty member meets with the department chair and Dean individually to discuss evaluations results and set goals for the next year. Faculty note that these annual reports serve as a starting place for increasing and directing faculty improvement in teaching, scholarship, and service, and for establishing need for individual faculty professional development. Procedures for annual and comprehensive reports for probationary faculty are clearly delineated. Only one faculty member has failed to achieve promotion and tenure in the COE since 2001.

#### **G. Unit facilitation of professional development**

There is evidence of the unit conceptual framework, *Becoming a Complete Professional*, in the professional development activities of faculty. Faculty attend workshops, lecture series, and travel to professional conferences to continually update their knowledge of content and research in their fields. The constructivist nature of the use of technology at the institution encourages

faculty to increase their personal skill in using a variety of technology tools. The Teaching and Learning Center on campus offers stipends to faculty working to transform campus-based courses to distance education delivery through participating in a Course Transformation Academy, and also provides one-on-one training in the use of computers for individual faculty who require special assistance. Instructional and Information Technology Services (IITS) training workshops provide support for the instructional technology needs of the faculty and candidates in the unit, and Instructional and Research Technology Services (IRTS) helps faculty utilize the latest in software and hardware resources for educational, instructional, and research purposes.

Funds from the Academic Affairs office are available for faculty travel for the purposes of professional development, and visiting scholars are brought to campus through established lecture and colloquium series as well as by special invitation from department sponsored programs. A newly established Reitzel Faculty Research Award for noteworthy research provides financial support for faculty research. Faculty are involved in professional development activities with PDS teachers and administrators and collaborate with candidates to improve teaching and research.

#### **Overall Assessment of Standard**

Unit faculty have extensive academic backgrounds with over 90 percent of full-time and part-time faculty holding terminal degrees in their field. They are effective teachers who model best teaching practices in their areas of expertise. They are productive scholars who have produced an array of publications and presentations to disseminate their research activities and findings to a wide professional audience. Unit faculty engage in the governance of the institution and are involved in local, state, and national professional organizations. Faculty participate in annual evaluations of their progress toward becoming complete professionals and engage in professional development activities to improve their knowledge and skills. Faculty collaborate with local school personnel and candidates through established partnerships and through efforts to create optimal learning-to-teach experience for teacher education candidates at ISU.

**Recommendation: MET**

**Areas for Improvement: None**

## STANDARD 6. UNIT GOVERNANCE AND RESOURCES

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

**Level:** Initial and Advanced

### A. Unit leadership and authority

Grounded in its roots as the Indiana State Normal School, the institution has long supported and been committed to the preparation of teachers and other professional educators. The College of Education (COE) is the professional education unit on campus, and is responsible for the leadership role for governance, planning, resources, and operating programs for the initial and advanced preparation of teachers and other school personnel. It provides professional preparation courses and collaborates with four colleges on campus for the development of curriculum, delivery of coursework and assessment of candidate quality.

Reporting to the Provost / Vice President for Academic Affairs, the dean of the College of Education serves as the head of the unit and oversees all professional preparation programs for teachers and other school personnel. Since the last NCATE visit in fall 1999, the unit has been led by three deans: none have served more than two years with the current dean serving as an interim during the 2004-2005 year before serving this year as full dean. After many years of service at the institution and with the unit, the current dean intends to retire at the end of the academic year. The president and provost indicated that a national search will begin shortly.

The Teacher Education Committee (TEC) serves as the policy advisory board and includes representation from all education preparation programs outside the COE as well as undergraduate candidates, graduate candidates, and public school/community representatives. Minutes from the TEC indicate that curricular proposals are frequently considered.

In addition to the Teacher Education Committee, professional community members and constituent groups provide input through other means. For example, the Educational Leadership program regularly convenes an advisory panel that suggests changes in curriculum. The Professional Development Schools ~~committee~~ Steering Committee, comprised of representatives of 20 schools and the University, meets regularly to discuss programs and joint opportunities for professional development, initiatives, and grant proposals that impact K-12 students. Arts and ~~s~~ Sciences faculty, ~~b~~ Business faculty, Technology faculty, and ~~h~~ Health/Physical e ducation faculty meet regularly as well, but separately and with unit faculty.

Advising services for candidates begin with an evaluation and orientation through the Education Student Services (ESS) office. Candidates and advisors review requirements and schedules to facilitate the candidate's progress through the program. The unit has developed an instrument for the ESS that assesses staff reception, advisor empathy and knowledge, and outcomes. Results indicate that in all twelve items, 95 percent of 177 candidates rated their experience positively – strongly agree or agree on a 4-point Likert scale.

For content advisement, the number of candidates that faculty advise in COE ranges from five to 31 with most faculty working with 10-16 candidates. This distribution affords faculty with adequate time and candidates with appropriate access. Data for content advisor loads were unavailable at the time of the visit.

The department of Elementary, Early, and Special Education (ESEE) evaluated its faculty advisement activities in fall 2005 using an instrument that included ten questions with a 4-point Likert scale in a format similar to the ESS instrument. Results summarized for the team were difficult to interpret since the number of participants was not identified, the numerical results were not explained (did not appear to be means), and the dates and distribution information were hand-written on the document. There was no similar evaluation of content advisors other COE departments or the content advisors in other colleges.

Unit publications distributed internally (such as the student teaching handbook and assessment information) are frequently undated which makes currency difficult to determine. However, institutional catalogs are printed every year and unit administrators review these items for accuracy prior to publication.

## **B. Unit budget**

The unit's budget includes funds generated from student credit hour tuition, student fees, and other external sources including competitive grants and foundational monies. Budget figures from the last five years indicate that the unit's operating budget generated by credit hours has been comparable to similar units on campus and has remained relatively stable in the percentage of allocation despite state budget decreases and losses in faculty and administrative lines across all institutional units. Most recent figures for the FY 04-05 year show that the unit receives 13 percent of the operating budget.

Recent budget declines in state allocations have impacted all units on campus, including the COE. ISU's budget has been reduced over \$5 million for the next two years. In some cases, established faculty lines have been replaced through attrition by full-time temporary or adjunct faculty. In other situations, funds for supplies or other administrative expenses have been shifted to cover losses. All institutional units, both academic and administrative, have lost funding. Fortunately, the external funding the COE enjoys has offset some of those losses to allow the unit to continue to support programs as needed.

Student fee monies also flow to the unit although specific data regarding those monies was not available. These funds are strictly limited in their use by state regulation, but allow special instructional needs such as manipulatives, technology, and classroom consumables to be met.

The unit has been extremely successful in obtaining external grants to further the work of faculty and the unit. Recent grants include the following:

2005	Title II: Teacher Quality Partnership Grant	\$768,712	USDE
2005	Upward Bound Math & Science	222,916	USDE
2004	Writing Through the Arts	239,736	IN Comm Higher Edu
2004	Title II: Teacher Quality Partnership Grant	997,927	USDE
2003	Lilly Fellows Teachers' Academy	35,747	Lilly Endowment, <a href="#">Inc.</a>
2003	Title II Teacher Quality Partnership Grant	1,503,002	USDE

Figures from the Office of Sponsored Programs indicate that between 1997 and 2005, unit faculty applied for 262 grants and received 192 for a success rate of 73 percent.

Both unit and supplementary funds are available to support faculty travel. Departments receive an allocation equal to \$400 per faculty member to distribute among faculty members. In cases where departmental faculty do not travel in a particular year, those funds are available for redistribution in the department to further assist others. In addition to these funds, institutional funds are available from the Office of Academic Affairs. Allocations from the Blumberg Center fund provided \$5000 to \$8400 for six to 16 faculty in the past few years. Faculty report that travel is sufficiently funded.

### C. Personnel

Institutional faculty workload policies specify a 12-hour equivalent load for all faculty. While not formally stated in policy, practice reveals that load calculation provides for weighted consideration of graduate courses so that a semester load equals nine (9) hrs graduate credit or 12 hours undergraduate credit. Further course reductions are made to accommodate those serving in roles as PDS liaisons, university supervisors, and dissertation chairs. Faculty workload assignments are consistent with NCATE expectations in both course instruction and field supervision.

Workloads allow faculty to be productive and actively engaged in teaching, scholarship, and service. Advisement responsibilities have been eased by the establishment of the Education Student Services office which provides preliminary advisement for candidates who are in the early phases of their programs. This advisement service allows faculty to focus on candidates who are nearing the end of their programs and need more specialized content-specific advisement.

Faculty receive stipends for designing on-line courses. When taught, these courses are figured into workloads as traditional face-to-face courses.

The unit has been fortunate to recruit and retain a cadre of part-time faculty who are able to support and contribute to the unit's mission and programs. These faculty are evaluated regularly. Department chairs are responsible for ensuring the proper balance of part-time and full-time faculty and for providing the appropriate training and development to ensure that curriculum is delivered in an appropriate manner. Currently, the unit's faculty ratio of part time to full time mirrors the institutional numbers and is in line with institutional administrators' figures of approximately 30 percent part-time to 70 percent full-time faculty.

The unit has a full contingent of support personnel including administrative secretaries, instructional technology support, professional staff such as certification officers and development and outreach directors. Administratively, the unit is in a state of transition with a current dean who has served one year in an interim-acting role and one year as full dean, an acting associate dean, ~~two~~three interim department chairs, and a vacant associate dean for outreach.

#### **D. Unit facilities**

The unit is housed in the College of Education building, one tower of a twin tower complex that had formerly been a dormitory. The facilities are adequate, and the building has classroom space, private offices, and other general purpose areas that serve the colleges needs. The building provides a wireless environment for laptop usage and technology enhanced classrooms. The unit is anticipating a change in facilities with the Indiana General Assembly authorizing the renovation of University Hall (the former lab school) to house the College of Education. This new space will provide improved clinical space for programs in school counseling, school psychology, communication disorders, and other specialized services. Faculty offices, classrooms, and demonstration classrooms will support the unit in its mission of service and collaboration.

#### **E. Unit resources including technology**

As indicated earlier, the unit has been very successful in garnering external funds to support its programs, but none of the core programs or services relies on external resources for survival. The unit has been able to institutionalize support for key programs such as Professional Development Schools and other outreach programs that initially began as grant projects. This commitment runs across the institution so that even in other academic units such as the College of Arts and Sciences, faculty release time for service as a PDS liaison or for special projects related to educator preparation are supported. In both personnel and other resources, the unit has had adequate support.

Monitored by the college's Instructional Technology Advisory Committee, all faculty have access to current hardware, software and periphery devices as needed to plan and deliver effective instruction. New faculty are provided with a laptop and PDA that are updated regularly. Support services include help-desk resources and technology specialists are assigned to the college. Every semester faculty enroll in workshops focused on technology which are offered at the institutional level through the Office of Informational Technology and through the college's own Instructional and Information Technology Services. COE technology usage rates is among the highest on campus according to the 2005 ISU Technology Profile. Faculty are able to model appropriate uses of technology in instructional settings. Attendance and participation rates in professional development are tracked.

Teacher candidates and candidates for other school personnel have access to public computer labs, an education-specific lab, the COE building's wireless environment, and multiple support systems as detailed above. The unit has adopted and included the ISTE NETS standards as essential competencies for all candidates. In addition to these standards, teacher candidates

demonstrate their abilities to use technology in manipulating the *LiveText* electronic portfolio software which the unit has adopted to better manage its assessment activities.

Library and curricular resources are current and accessible to candidates. The library subscribes to several databases which, combined with other services such as interlibrary loan, support the undergraduate and graduate research needs of the unit's faculty and candidates. Department allocations for the purchase of books show that education receives more funding than any other department listed. Each new faculty member has a \$500 book allowance to order specialized books that support his/her research agenda.

### **Overall Assessment of Standard**

The unit, in collaboration with its institutional partners, holds the authority to plan, deliver, and operate the teacher education program at ISU. Facilities are adequate and scheduled to improve with a refurbished building in the near future. While budget lines have been stagnant, successful external grant funding has allowed the unit to continue its outreach and collaborative work. Strengths of the unit include its instructional technology use at both the candidate and faculty levels.

**Recommendation: MET**

**Areas for Improvement: None**

Corrected: *Heavy advisement, service, and field experience supervision responsibilities strain faculty effectiveness in teaching, scholarship, and service.*

Rationale: The addition of the Educational Student Services offices has eased the advising load on faculty so that they can better balance the requirements of teaching, scholarship and service.

**SOURCES OF EVIDENCE****Indiana State University  
Exhibit Center  
2005****Numerical Order**

<i>Exhibit Number</i>	<i>Exhibit Title</i>
OV.01	Mission of ISU
OV.02	ESS Web site
OV.03	IITS Website
OV.04	PDS web site
OV.05	Porter school Psychology Center - Not viewed
OV.06	Rowe Center - Not viewed
OV.07	Blumberg Center
OV.08	Blumberg Newspaper article on ISTEP – Not viewed
OV.09	Early Childhood Education Center
OV.10	Campus Connection article on ISUCCC – Not viewed
OV.11	ISEAS
OV.12	North Central Association
OV.13	Upward Bound
OV.14	Upward Bound Math and Science
OV.15	Education Talent Search
OV.16	Project PRE Grant Application and Letter
OV.17	PRE Newsletters and Information Packets
OV.18	US News and World Report Ranking - PDF
OV.19	Christa McAuliffe Application and Award Letter
OV.20	Miller Elementary Award Email
OV.21	PT3 Grant Application and Award Letter
OV.22	AACTE-Microsoft Application and Award Letter
OV.23	Award winning teachers
OV.24	Sycamore Educator Magazine
OV.25	Campus Connection on Jill Hall
OV.26	FCS Teacher of the Year
OV.27	Campus Connection article Outstanding Educators

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CF.01	Conceptual Framework Documents
CF.02	Notes from 9/13/04 Conceptual Framework meeting
CF.03	Early version of Conceptual Framework
CF.04	Programmatic Breakdowns of Conceptual Framework
CF.05	ISU - Fulfilling the Promise: Pathway to Preeminence
CF.06	Departmental disposition statements – electronic version contains only the signature page; paper version includes CIMT (secondary) and ELAF (Ed Admin) but no others.
CF.07	May 2001 TEC Minutes for Approval of Technology Standards
CF.08	Technology Competencies Memo
CF.09	STaR chart letter and analysis
CF.10	April 2003 TEC Minutes for Re-examination of Technology Standards
CF.11	Facilitating Activities Book
CF.12	Conceptual Framework alignment activity with standards
CF.13	PRE Planning Documents
CF.14	PRE Newsletters and Information Packets
1.01	Standards map by programs
1.02	Program Reports
1.03	ELED 100 and CIMT 301/302 syllabi and assessments
1.04	LiveText examples/rubrics reports
1.05	Portfolio Handbooks EESE
1.06	LiveText reports related to content knowledge
1.07	CIMT 401 Student Teaching Report 2004-05 in LiveText
1.08	Student Teaching Evaluations - CIMT and EESE
1.09	Syllabi and standards reports from courses
1.10	T2T Informational Session Flyer
1.11	T2T program materials
1.12	New Teacher, Principal, Student Teacher Survey Cumulative Results
1.13	Title II reports and Praxis Pass Rates
1.14	M.Ed. Graduate Student Survey Results
1.15	M.Ed. Alumni Survey Results
1.16	M.Ed. Graduate Employer Survey Results
1.17	NBPTS 2 Report in LiveText
1.18	Standards report for School Counselor courses
1.19	School Counselor program requirements
1.20	Standards report for Educational administration and syllabi
1.21	2005 School Law Conference Brochure
1.22	Assessment rubrics for Educational administration
1.23	Graduate Catalog requirements

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1.24	SLLA Institutional Summary Report 2004
1.25	School Psychology Student Outcomes
1.26	School Psychology Outcomes Reports
1.27	EESE capstone course syllabus, rubric and data
1.28	Student teaching data
1.29	CIMT Professional Education sequence of classes
1.30	Content methods courses
1.31	Procedures for evaluating unit reports
1.32	LiveText reports on service courses
1.33	TEC minutes - sharing of service course data
1.34	Course syllabi for practica courses
1.35	LiveText reports on practica assessments
1.36	Unit reports and reflections in LiveText
1.37	Intern pass rates
1.38	Principal survey results
1.39	New teacher and student survey results
1.40	Student teaching evaluations - CIMT
1.41	Facilitate Learning Use of Technology Report
1.42	Course syllabi for M.Ed programs
1.43	NBPTS 4.1 report
1.44	Expert Panel Report
1.45	PT3 Mini Grants - Occasional Papers
1.46	Facilitating Activities - Occasional Papers
1.47	Syllabi for ELED and CIMT 272
1.48	Assessment rubric related to technology
1.49	Assessment rubric for technology in student teaching
1.50	EESE Technology Profile Report
1.51	CIMT 400 WebQuest assessment rubric and report
1.52	PT 3 evaluation reports and surveys on LiveText use
1.53	Full NSSE report for Teacher Education
1.54	Report on Teacher Candidates Facilitate Student Learning through the use of Technology
1.55	Principal, new teacher, and student teacher surveys
1.56	LiveText syllabi and assessment results
1.57	Family projects assessment report
1.58	NBPTS 3 multiple methods report
1.59	NBPTS reports for professional and pedagogical skills
1.60	Assessment rubrics for field experiences for School Counseling
1.61	School Psychology Technology Competencies

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1.62	Administration Internship Portfolio Rubric
1.63	Administrator portfolios and assessment results
1.64	Ed.S. and Principal Surveys for Alumni, Student and Employer and results
1.65	Report and materials from Dispositional Committee
1.66	Disposition Retreat attendance and handouts
1.67	CIMT Disposition Assessment Process
1.68	Dispositional item analysis from surveys and student teaching evaluations
1.69	EESE Disposition Agreement of Understanding
1.70	CIMT Professionalism Agreement
1.71	CIMT student disposition observation form
1.72	CIMT student alert form
1.73	COE student grievance procedures - Congress policies
1.74	Administrator disposition assessment
1.75	ELAF minutes on disposition approval
1.76	Superintendent and Principal Employer Survey Results
1.77	Survey Results and Student Teaching evaluations that focus on Student Learning
1.78	ELED 259, CIMT 301/302, and student teaching assessments and LiveText reports
1.79	Syllabi, rubrics and LiveText reports for CIMT 301/302, CIMT 400, and ST Unit report, and LiveText reports
1.80	Assessment rubric and reports for student assessment
1.81	Report on Student teaching Unit Report and EESE portfolio - LiveText reports
1.82	Syllabi for advanced teaching courses
1.83	Assessment summary, and meeting minutes from CIMT and EESE for April 2005
1.84	Blumberg ISTEP article
1.85	School Psychology Multicultural Self Assessment
1.86	School Psychology Multicultural Case Study
2.01	Petition example and CIMT Contract for Student Exceptions
2.02	TEC Minutes of Feb 15, and March 15 2005
2.03	2005 Final Evaluations of Supervised Teaching Experience Report
2.04	TEC minutes on discussion on PSU number order
2.05	Previous and current versions of assessment instruments - CIMT
2.06	Handout used in clinical faculty training to define PSU, handed out at TEC for continued PSU discussion
2.07	Principal and Superintendent Preparation Summative Points
2.08	M.Ed. EESE and CIMT graduate student, alumni and principal surveys
2.09	Expert Panel results
2.10	School Psychology Student Outcomes Assessment Plan
2.11	Teacher Education Transition Workshop Materials

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2.12	UAS Timeline provided to partners
2.13	December 9, 1999 Teacher Education Program Development Meeting Materials
2.14	COAS Memo November 1, 1999 regarding UAS and Program Development
2.15	Planning Fiesta invitation
2.16	Stakeholder Meeting February 27, 2001
2.17	Transition Workshop May 31 2001 and June 7, 2001
2.18	Congress minutes from March 6, 2002 showing approval of UAS
2.19	May 18, 2000 CIMT, Content and PDS Meeting on Portfolio
2.20	Invitation to UAS Work session
2.21	Sample developmental UAS documents
2.22	January 19, 2001 notes for assessment in subject matter areas
2.23	COAS Chairs Council Presentation Sept. 17, 2002
2.24	Dept. of Counseling minutes related to UAS and Outcomes Assessment
2.25	2000-01 Stakeholder Database
2.26	Draft of Summative Decision Points
2.27	Report on UAS Development to IPSB, October 2002
2.28	TEC minutes relative to UAS and TEC member lists
2.29	COE Advisory Committees membership lists
2.30	Assessment committee membership and meeting notes
2.31	Student teacher, New teacher surveys
2.32	Evaluation of Supervised Teaching Experiences Instrument
2.33	Graduate Student, Alumni and Employer Surveys
2.34	Interview guide and questionnaire for expert panel
2.35	Departmental Outcomes Assessment Plans
2.36	Assessment summary and EESE and CIMT dept. meeting minutes
2.37	CIMT meeting minutes April 15, 2005
2.38	All-grade program discussion
2.39	Report on Proceedings of Teacher Quality Development Academy
2.40	ISU PDS Partnership Clinical Faculty Workshop June 26 and 27 2001
2.41	TEC Minutes Fall 2004 - Summative decision points
2.42	Correlation and regression analyses on instruments in programmatic assessment
2.43	Reliability Analysis of Surveys
2.44	Analysis of reliability on student work samples
2.45	TEC Minutes, Assessment committee minutes
2.46	Assessment Summary which identifies themes that emerged when several assessments are compared.
2.47	CIMT discussion on surveys
2.48	Educational Administration program work on rubrics
2.49	TEC Minutes

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2.50	Discussion documents regarding MIS
2.51	Sample LiveText standards reports
2.52	EESE minutes, CIMT minutes, ELAF minutes, TEC minutes, PowerPoint presentations
2.53	Focus Group Discussions January 27, 2005
2.54	School Psychology Faculty Meeting Minutes
3.01	PDS Website
3.02	PDS Materials
3.03	February 5, 2005, ISU PDS Stakeholders Meeting
3.04	Vita for Corey and Watkins
3.05	Sycamore Educator's Day Materials
3.06	NCA/CASI Conference Materials
3.07	Learning Alliance II Summer Institute
3.08	Preliminary School Psychology Internship Sites
3.09	Teacher Education Dispositions
3.10	Practica Placement Papers
3.11	Student Teaching Placement Papers
3.12	ISU and School Corporation Contractual Agreement
3.13	School Counselor Interview and Feedback of on-site supervisors
3.14	Student Teaching Handbooks
3.15	Manual for Field-Based Clinical Faculty
3.16	PDS Contract
3.17	PDS Steering Committee Members list
3.18	Christa McAuliffe Award materials
3.19	Miller Elementary School Award Email
3.20	Project PRE Grant Materials
3.21	Other PDS Related grants
3.22	PDS Steering Committee Minutes
3.23	CIMT 301/302 Syllabi
3.24	PDS and Learning Alliance Network Schools Accomplishments: 1992-2005
3.25	Student Teaching Placement Annual Reports
3.26	Student Teacher Surveys
3.27	Analysis of student teacher surveys
3.28	Clinical faculty Workshop, June 26 and 27, 2001
3.29	Faculty Vita
3.30	Syllabi for CIMT 603, CIMT 604, and CIMT 501
3.31	T2T program materials
3.32	Rowe Center Clinic Summary
3.33	Undergraduate Catalog

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3.34	Placement Data and School Demographics
3.35	EESE Course Syllabi
3.36	Departmental Summary of Syllabi for program Website
3.37	CIMT Professional Education Syllabi
3.38	Content Area Syllabi with Field experiences
3.39	Student Teaching Materials
3.40	Field experience Placements
3.41	Student teaching evaluation matrix
3.42	Dispositional Materials and Processes
3.43	Early Field Experience Placement Materials
3.44	Student Teaching Placement Materials
3.45	Technology Use Data
3.46	Student Teaching Handbooks
3.47	Student teaching feedback by Academic Major
3.48	Early field experiences data set
3.49	Student teaching data set
3.50	Data Licensure Recommendations
3.51	CIMT 501 Course Syllabi
3.52	Graduate Catalog, p. 159
3.53	ELAF Internship evaluations
3.54	Student Teaching Materials
3.55	CD 696 Course Syllabus
3.56	Graduate Catalog, p. 130-132
3.57	CIMT 4/659 Course Syllabus
3.58	CIMT 4/659 Practica Materials
3.59	Undergraduate Catalog
3.60	Graduate catalog p. 152-153
3.61	Report on School Psychology Outreach and Practicum Hours
3.62	Director of Exceptional Needs Program
3.63	Technology Use data set
3.64	Final Report Teacher Quality Initiative
3.65	Evaluation of Supervised teaching experiences 01-04
3.66	Faculty Vita University supervisors
3.67	Faculty vita advanced program supervisors
3.68	Student teaching BlackBoard Course Site
3.69	Undergraduate catalog, p. 190 and 196
3.70	Recommendation for Licensure Process
3.71	Student teaching data set
3.72	Portfolios and Student teaching Integrate unit reports

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3.73	EESE student teaching evaluation data
3.74	TEC minutes on direction of PSU
3.75	Principal Survey Results - Question 9, 11, 14, and 15
3.76	Student teaching data set
3.77	EESE and CIMT course syllabi that focus on reflection in the field
3.78	Rubric for EESE ST portfolio
3.79	Rubric for CIMT Integrated Unit
3.80	Reviews of portfolios and Integrated Unit Reports
3.81	School Counseling student evaluations of clinical practice
3.82	Principal Survey Results, Question 16
3.83	CIMT Student teaching evaluations - 9
3.84	EESE student teaching evaluations - 9
3.85	Student teaching surveys - #21
3.85	Early Field experience rubrics
3.87	EESE Portfolio and CIMT Integrated Unit report rubrics
3.88	Advanced programs rubrics on providing professional services to all clients
3.89	SPED 226 Course Syllabi
3.90	Tables on partner school demographics
3.91	COUN 739B syllabi
3.92	School Placement demographics
3.93	COUNT 739B syllabi and diversity case study information
3.82	Principal Survey Results, Question 16
3.83	CIMT Student teaching evaluations - 9
3.84	EESE student teaching evaluations - 9
3.85	Student teaching surveys - #21
3.85	Early Field experience rubrics
3.87	EESE Portfolio and CIMT Integrated Unit report rubrics
4.01	Teacher Education Transition Workshop Materials
4.02	Ad Hoc Committee on Diversity from TEC 2000-01 Materials
4.03	LiveText report on Diversity standards
4.04	Emporia State Grant Project Description
4.05	Participating Faculty in Emporia State Grant
4.06	Final report of Emporia State Grant Project
4.07	KBDQ Instrument and Results
4.08	NSSE Analysis for Technology and Diversity
4.09	MCCT-E Instrument
4.10	MCCTE Results
4.11	Meeting minutes that show discussion of MCCT-E Results

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4.12	2005 Report on Student Teaching Unit Data
4.13	Elementary Student Teaching evaluations
4.14	Principal Survey - Question 5
4.15	NBPTS 3.2: Teachers Orchestrate Learning in Group Setting - Employer Survey
4.16	School Psychology Multicultural Case Study
4.17	School Psychology Multicultural Self Assessment
4.18	School Psych annual program evaluations 2002-04
4.19	Ed.S. Mentor Survey Results - ELAF
4.20	Interview materials reflective of community diversity
4.21	Diversity Summit Website and materials
4.22	AC Minutes Sept. 23, 04
4.23	US DOE Minority Student Recruitment Grant
4.24	MMRC VCSC Materials
4.25	Becoming a Culturally Responsive Teacher Assignment (CIMT 301/302)
5.01	CIMT 350 Cultural Map
5.02	SIR II Analysis
5.03	Technology Mini-grant Recipients
5.04	2005 NSSE Teacher Education Mean Comparison
5.05	Spring 2005 Retention and Graduation Rates
5.06	Faculty Vita - Project Evaluation
5.07	Faculty Vita - Accreditation for Professional Associations
5.08	Faculty Vita - Journal Editor responsibility
5.09	Faculty vita - students as co-authors
5.10	Office of Sponsored Programs Newsletters
5.11	Faculty Vita
5.12	Hinton nomination for award, Liu vita
5.13	Faculty vita - service with professional organizations
5.14	Technology Workshop Materials - PRE, PT3, CAPE
5.15	Project PRE Mentor Teaching Training
5.16	ETCW Materials
5.17	Lilly Fellows Teachers' Academy
5.18	Kiger and Balch Vita
5.19	Smaller Learning Community
5.20	Writing through the Arts Materials
5.21	Article on Writing Through the Arts
5.22	Math Teacher Academy Materials - PRE
5.23	Developing Leader Institute Materials - PRE
5.24	Blumberg Article on ISTEP

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5.25	CIMT Student teaching Rubric
5.26	Meeting minutes/agendas on collaboration
5.27	PDS Steering Committee Meetings and Agendas
5.28	PDS School Improvement
5.29	PDS Notebook materials
5.30	Project 30
5.31	ICHE Grant for Math and ELED
5.32	Christa McAuliffe Award Materials
5.33	Project Pre Grant Materials
5.34	PRE Newsletters and Information Packets
5.35	Institute for Transforming Teacher Education Materials - PRE
5.36	NCA CASI Conference Materials
5.37	COE RPT document
5.38	3/12/01 Draft of RPT Document
5.39	Work documents on RPT revision
5.40	ISU Faculty Handbook
5.41	Annual Report on Faculty Activities
5.42	Departmental Faculty Travel Policies
5.43	Reitzel Faculty Research Award
5.44	COE Honors Day Program
5.45	IITS Training
5.46	IRTS Training
5.47	CTL Training
5.48	Diversity Summit Website and Materials
5.49	Willey Colloquium Materials
5.50	Van Til Lecture Series
5.51	Departmental Guest Lectures
6.01	Faculty Handbook section on Teacher Education
6.02	TEC Information in Faculty Handbook
6.03	CAPS Manual
6.04	TEC Minutes
6.05	Congress Minutes
6.06	Administrative Council Minutes
6.07	Undergraduate Catalog
6.08	Graduate Catalog
6.09	Sycamore Advantage Materials
6.10	ESS Academic Advising Evaluation – form only – no data
6.11	Education Scholarship Award List

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6.12	Spring 2005 Rhapsody - Dept. of Music newsletter
6.13	Screen Capture of MyISU portal Account
6.14	Student Teacher Survey results on Unit Performance Data.
6.15	ESS Advising Plan
6.16	PDS website
6.17	Miller Elementary School Award Email
6.18	Title II Project PETE Grant materials and correspondence
6.19	First Title II grant report
6.20	Second Title II grant report
6.21	Third Title II grant report and materials
6.22	ISU PDS Partnership Clinical Faculty Workshop June 26 and 27, 2001
6.23	Task force reports Project PRE
6.24	PRE Newsletters and Information Packets
6.25	Science Education Advisory Committee Materials
6.27	Sponsored Activity July 1 2004-March 31, 2005
6.28	AC minutes of Sept. 23 2004
6.29	Faculty handbook teaching load section, p. III-6
6.30	COE Congress Policies
6.31	Blue Ribbon Panel on Distance Education Report
6.32	Faculty Deployment Reports
6.33	Fall 2004 Workload reports
6.34	OEO/OERE Manual
6.35	Plans for remodeled University Hall
6.36	ITAC Website
6.37	Technology Plan – dated 00-03 paper version; electronic is current 05-08
6.38	IITS Website
6.39	Multimedia Lab
6.40	IITS Resources
6.41	COE Computing Inventory
6.42	Handheld computing initiative
6.43	OIT Labs in COE
6.44	Technology Fee
6.45	Student Technology Guide
6.46	IRTS Brochure
6.47	Faculty/Staff Technology Guides
6.48	Technology mini-grants
6.49	Library Liaison Email - Anthony Kaiser

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**Persons interviewed:****Sunday November 13, 2005**

Dr. Jack Maynard, Provost

Gallery Walk

Leslie Barratt, Faculty	Heidi Earnhart, Candidate
Robin Burden, Faculty	Brad Balch, Faculty
Lisa Cutter, Faculty	Christi Fenton, DeVaney School
Deborah Flurkey, Graduate Candidate	Kathy Spelman, DeVaney School
Pat Wheeler, Faculty	Bridget Roberts-Pittman, Faculty
Marilyn Leinenbach, Faculty	Ann Bolinger, Alumni
Kathy Bauserman, Faculty	Irene Brock, Faculty
Beth Whitaker, Faculty	Heather Millick, Candidate
Heidi Hoke, Candidate	Addie Smith, Candidate
Scott Buchanan, Faculty	Peggy Hines, Faculty
Ryan Weir, Candidate	David Lisman, Alumni
Donna Choi, Faculty	Jessica Burch, Candidate
James Boland, TH North Vigo High School	Steeven Wakefield, Candidate
Chuck Mayer, Faculty	Lindsey Miller, Candidate
Jim Jacobs, Faculty	Karen Hamilton, Faculty
Rob Perrin, Faculty	Elena Veach, Candidate
Julie Lockett, Staff	Callista, Keeney, Candidate
Stan Henderson, Faculty	<del>Linner Neulen</del> Leah Nellis, Blumberg Center
Jennifer Mishler, Candidate	John Pinson, Alumni
Liz Brown, Faculty	Ross Martin, Alumni
Tiffany Dickson, Alumni	Brian Heaton, Candidate
Dennis Ballard, Faculty	Brian Mancuso, Alumni
Amy Cates, Student	Lyn Norris, Alumni
Tony Gilberti, Faculty	Jay Gatrell, Faculty
Sue Berta, Faculty	Dan Clark, Faculty
Chris MacDonald, Faculty	Carol Roberts, Candidate
Mark Stimley, Faculty	Melissa Ullenbruch, Alumni
Kevin Bolinger, Faculty	Jerad Adler, Alumni
Jennifer Freeland, Faculty	

**Monday, November 14, 2005**CIMT 400 class (Secondary Education, pre-student teaching)

Mike Gant	Jennifer Mishler	Joe Percy
Lindsey Miller	Chris Hill	Stacy Burch
Milanda Johnson	Tina Bedel	Tina Beckman
Aaron Reckelhott	Jamie Wagner	Kenneth McMahan
Emily Cooper	David Bohnert	Doug Myers
Aaron Senesac	Seth Sickbert	Deborah Kean
Jake Foster	Callista Keeney	
Alison Nicholson	Jordan Fife	
Carol Roberts	Lee Anna Bond	
Adrie Koehler	Jared Brown	

COE Department Chairs

Diana Quatroche, Elementary, Early, and Special Education  
Brad Balch, Educational Leadership, Administration, and Foundations  
Michele Boyer, Counseling  
Eric Hampton, Educational & School Psychology  
David Hofmeister, Curriculum, Instruction, & Media Technology

COE Congress

Kristin Agnew, <a href="#">Student</a>	Linda Sperry, <a href="#">Faculty</a>
Vanessa Coonrod, <a href="#">Faculty</a>	Josh Powers, <a href="#">Faculty</a>
Robin Burden, <a href="#">Faculty</a>	David Gilman, <a href="#">Faculty</a>
Scott Davis, <a href="#">Faculty</a>	Kandace Hinton, <a href="#">Faculty</a>

Advanced Program Coordinators

Maury Miller, Elementary, Early, and Special education  
Bob Boyd, Educational Leadership, Administration & Foundations  
Steve Gruenert, Educational Leadership, Administration & Foundations  
Linda Damer, Music  
Liz Brown, Math  
Liz Jones, Math  
Charles Amlaner, Life Sciences  
Peggy Hines, School Counseling  
Tonya Balch, School Counseling  
Pat Wheeler, Elementary, Early, & Special Education  
Laren Liu, Elementary, Early, & Special Education  
Jennifer Freeland, Educational & School Psychology  
Harriet Hudson, English

Field Directors

Sharron Watkins  
~~???~~ [Noble R. Corey](#)

NCATE Steering Committee

Diana Quatroche	Chris McDonald
Jay Gattrell	Sean McKittrick
Susan Powers	Brad Balch
David Hofmeister	

College Deans Meeting

W. Tad Foster, Technology  
Ron Green, Business  
Tom Sauer, Arts & Sciences  
Doug Timmons, Health & Human Performance  
John Ozmun, Health & Human Performance

EPSY 202 Class, Candidates at beginning of program

Ginger Hathaway	Sarah Schweir	<del>David E. J????</del> David E.
Rachel Miller	Matthew Helfen	Jensen
Terri Morin	Heather Brakel	Casey Debroofe
Susan Young	Corinne Nordin	Cary Dularent
Jonathan Sellack	Bethany Naughle	Nathan Hopf
Mickie Danforth	Lycane Lay	Cale Kim
Andrea Hyden	William Blundell	Jennifer Stemle
Ashley Landry	Courtney Schaffer	Chase A????Hilland
Sarah Sullivan	Jason Fair	Sadie Samoura
Heather Judy	Kelly Ring	Bethany Cole
Amber R. Hasinour	Cory J. Hopkins	Kristin Butrum
Libby Allen	Kyl Shafter	Sarah Stapleton
Ashley Walker	Susan Salmond	Jaclyn Johnson
Ashlee Conway	Justin Wilson	Whitney Westfall
Rachel Jackson	Matthew Edwards	Randy McCoy
Kristin Ann Rumph	Lee Booker	Jocelyn Moore
Lee Allen	Tiffany Gray	Kyle Haslew
Johnny Walkin		Jonathan Herbert

University Student Teaching Supervisors

Robin Burden	Carole Waltman
Eileen Ziegler	Linda Viakere
Bob DeFrance	Sandy Kassis
Millie Vaughn	Tom Telby

Distance Ed Faculty

Eric Hampton, Ed & School Psych	Karen Hamilton, CIMT
Chris MacDonald, Ed & School Psych	Debra Leggett, Counseling Edu
Jennifer Leeland, Ed & School Psych	David Gilman, CIMT
Peggy Hines, School Counseling	Feng-Qi-Lai, CIMT
Tonya Balch, School Counseling	Karen Goehl, Blumberg
Bob Boyd, ELAF	Linda Sperry, EDPS
Steve Gruenert, ELAF	Denise Collins, ELAF
Pat Wheeler, Elementary	Sue Kiger, CIMT
Karen <del>Lie</del> Liu, Early Childhood	Joyce Fulford, ELAF
Larry Gambajani, ELAF	Jim Lawson, EESE
Brad Balch, ELAF	Fannesse-Vanessa L. Coonrod, SLPD & CD

Sponsored Programs, COE Grant Work

Mark Green  
Dawn Underwood  
Josh Powers

Assessment Committee

David Hofmeister	Sean McKitrick
Chris MacDonald	Julie Shulman
Mark Stimley	Will Barratt

Susan Powers

Dr. Kevin Bolinger, Acting Director, COE Professional Development Schools and Office of Educational Outreach.

Dr. Kuhlman, Graduate School Assistant Dean

Content Program Coordinators and Methods Faculty

Jay Gatrell, Social Science Edu	Leslie Barratt, Lang, Lit, & Ling
Sue Berta, Science Edu	Lisa Calvin, Lang, Lit, & Ling
Matthew Riley, Health Science	Brad Venable, Art Edu
Liz Jones, Math Edu	Barbara Clauss, FAMCS
Liz Brown, Math Edu	Molly Hare, Physical Education
Dennis Ballard, Music, methods	Scott Buchanan, Music
Tony Gilberti, Industrial Tech Edu	Charles Amlaner, Ecology & Bio
Linda Damer, Music – general music	Meredith Beilfuss, Science
Rob Perrin, English Edu	

School Superintendents

Steve Miller, South Vermillion  
Daniel ~~Fanses~~Tanoos, Vigo County  
Leonard Orr, Southwest Parke  
Douglass ~~Anne Kinhode~~Kincaide, Indianapolis Public Schools  
Bill Schadd, Clay Community Schools

COE Tenure and Promotion Committee

Sharron Watkins  
Chris MacDonald (EDPS)  
Michael Shuff (Counseling)  
Mark ~~???~~Stimley (Communication Disorders)  
Bob Boyd (ELAF)

Content Department Chairs

Jeff Edwards, Physical Education	Todd Sullivan, Music Education
Frederica Kramer, FAMCS	Jay Gatrell, Social Science Education
Charles, Amlaner, Ecology & Biology	Rob Perrin (for Ron Baker), English
Sue Berta, Geog./Geol./Anthro	Joe West, Physics
John Conant, Economics	Chris Olsen, History
Bhaskara Kopparty, Math/Computer Science	

Distance Ed Students

Nancy Stansberry, Director of Exceptional Needs, Principal Licensure

Educational Student Services

Judy Sheese, Director  
Brian Coldren, Associate Director

Recent Grads – Undergraduate

Tisha Schad  
Amber Gentry

John Stephens  
Sheri Roach – current Block II candidate  
Gretchen Oehler – current Block II candidate

Lara Catlin  
Joshua Kusey  
Shane Reese – T2T

Recent Grads – Graduate

Kathy Spelman  
Phil Bender

Janel Bonomo  
Valerie Marietta

School Principals

Sharon Pitts  
Jim Freese

Student Council for Exceptional Children

Heather Walenga  
Katie Kinman

Ryan Hanson  
Heidi Hoke

Current Grad Students

Troy Fears  
Scott M. Moore  
Stacy Mason  
Dee Coulter  
Debbie Flurkey  
Amber Borgert  
Esther Kim

Katie Askew  
Kristen Lantto  
Chavez Phelps  
Laura Coen  
Angie Caskey  
Deana Spence

Mentor Teachers / Supervisors

Nichole Daniels  
Nichole Messmer  
Ashley Evans  
Holly Byram

Ashley Tovissi  
Laura Kay Watkins  
Marie Putnam  
Kristen Brown

Student Teachers

Haley R. Salitros  
Bernie Rhoden  
Abby Jo Bruggenschmidt  
Ashley Tovissi  
Suzanne Marrs

Sara Zenor  
Ian Britton  
William Bailey  
Eric Rasley  
Boone Rinkbiner

Lloyd W. Benjamin III, ISU President

**Tuesday, November 15, 2005**

Deming Elementary

Patricia R. Mollet  
Jodie Smith  
Kim Ricketts  
Rachael Nickel, recent ISU graduate, entry-year teacher  
Betty Lacer, student teacher

Indiana State University

2

Devany Elementary

Sign in sheet missing

Chauncey Rose MS

Sign in sheet missing – drug dogs and lock down

Terre Haute North HS

Sign in sheet missing

Staunton Elementary School

Sign in sheet missing

Dr. McAllister, Dean of Library, and Anthony Kaiser, COE Library Liaison

COE ITAC

Jim Campbell

Mark ~~Stiney~~ ~~Stimley(?)~~

Judy Sheese

Steve Gruenert

Julie Lockett

Diane McKee, Academic Affairs budget

Bob Jefferson, Academic Affairs budget

Susan Moss, ISU Affirmative Action Officer

Open Candidate meeting

8 participants – chose not to sign in for confidentiality

1 math education

3 school psychology

1 elementary – Block I

3 elementary – pre-Block I

COE and ISU Technology

Ed Kinley, Associate Vice President and Chief Information Officer

Ken Janz, Director, Instructional and Research Technology Services

Julie Lockett, ~~Computer Support Technician~~ Director, COE Instructional and Information Technology Services

Open Faculty Meeting

Jay Gatrell

Bridget Roberts-Pittman

Eric Hampton (EDPS)

Beth Whitaker (ELED)

Linda Sperry (EDPS)

Melissa Nail (ELED)

Tonya Balch (School Counseling)

Brad Balch (ELAF)

Debra Leggett (Counselor Education)

Karen Liu (ESSE)

Scott Buchanan (Music)

Linda Damer (Music)

Liz Brown (Math)

Meredith Beilfusse (SCED)

Liz Jones (Math)

PDS Steering Committee



## CORRECTIONS TO THE INSTITUTIONAL REPORT

NOTE: Please include any factual corrections to information found in the Institutional Report. This includes information such as corrections to tables, percentages, and other findings which may have been incorrectly stated in the Institutional Report.

Pg. 6 – Under Major Unit Changes, third bullet. Education Student Services was not recently formed, it has been in existence for decades. However, what did occur since the last visit was that ESS assumed the advising for EESE students during the first two years of their program to lighten the load of faculty advisors. A professional advisor has been added to the staff to assist with this.

Pg. 29, prior to LiveText implementation and the creation of the Office of Assessment and Accreditation, data was analyzed and managed within programs and when appropriate, the Dean's Office.

P. 42 – PRE Too! Project has been proposed, but not yet funded.