

November 28, 2012

## REJOINDER TO NCATE BOARD OF EXAMINERS REPORT

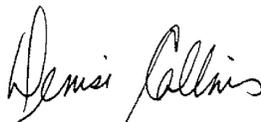
First, we would like to thank the Board of Examiners team, ably led by Dr. Anne Bauer, for their thorough review of our professional education unit through both the offsite and onsite visits. The NCATE accreditation process provides the opportunity to examine our programs through external review. We are grateful that the BOE team provided validation of our achievements and our efforts toward continuous improvement. In addition, the review process surfaced some areas where renewed attention is warranted. This rejoinder serves to acknowledge receipt of the BOE final report and to clarify information related to the areas of improvement noted.

We also express thanks to the members of the Unit Accreditation Board for their oversight and review of the BOE report and this rejoinder. Your service demonstrates a shared commitment to rigorous teacher education programs and the preparation of quality teachers to serve our students and communities.

Sincerely,



Bradley V. Balch  
Dean



Denise Collins  
Associate Dean



Eric Hampton  
Adams Assessment Director

## I. Introduction

We concur with the BOE findings.

## II. Conceptual Framework

We concur with the BOE findings. Although, as noted, syllabi provided for the BOE team review did not uniformly have explicit reference to the conceptual framework, there are selected classes where the conceptual framework is present, for example CIMT 400: Teaching III, included in the original Exhibit Center. Having widespread incorporation of the conceptual framework in syllabi was addressed for the current academic year with the provision of the following recommended language and graphics to be used on syllabi and Blackboard course sites.



The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component *Educator as Expert or Mediator of Learning* deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component *Educator as Person* represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component *Educator as Member of Communities* reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

## Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

We concur with the BOE findings.

## Standard 2: Assessment System and Unit Evaluation

We concur with the BOE findings.

## Standard 3: Field Experiences and Clinical Practice

We concur with the BOE findings.

## Standard 4: Diversity

Two areas for improvement were noted by the BOE, both related to *Standard 4c: Experiences Working with Diverse Candidates*.

**AFI 1:** Undergraduate candidates have limited opportunities to interact and collaborate with diverse peers.

*Rationale:* Efforts have yielded about a 2% increase in students reported as African American and other race/ethnicity.

**AFI 2:** Graduate candidates have limited opportunities to interact and collaborate with diverse peers.

*Rationale:* There has been little to no change in the percent of candidates reported as African American or other race/ethnicity.

**AFI 1 & 2 Unit Response:** The ethnicity data cited by the BOE Report correctly identifies a 2% increase of African American and other non-White race/ethnicity undergraduates from 2009 through 2011; this is accompanied by a 3% decrease in the proportion of White undergraduates during the same timeframe (as noted in Exhibit 4.3.x.6, attached again here). The difference in these percentages can be accounted for by international students and those whose ethnicity was unknown. For graduate students, the proportion of White students dropped by 5% over the reporting period, due to the increase in international students. Ethnicity is not reported for international students; however, the majority of international students are Asian and African, providing further dimensions of cultural diversity.

The composition of our teacher education programs remains a strategic challenge. The NCATE Standards require that “affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.” The Bayh College of Education [Diversity Plan 2010-2013](#) (linked here and noted as Exhibit 4.3.g.1) documents our commitment to our unit’s shared

value of [social justice and diversity](#). Central to our efforts is our Diversity Plan goal of “recruiting, supporting, retaining, and graduating a diverse student body.” Our efforts toward that goal (documented in Exhibit 4.3.x.1 and attached here) remain a firm commitment of the Bayh College of Education administrators, faculty, and staff.

We have raised the issues identified by the BOE Report with both the Diversity Implementation Team and the Professional Development Schools steering committee and continue to address the teacher education pipeline for candidates from underrepresented groups. Additionally, our NCATE Annual Reports since 2008 provide evidence of persistent good-faith efforts to address experiences for our candidates to interact and collaborate with diverse peers at the initial and advanced levels. We assert that we are making numerous good-faith efforts toward achievement of Standard 4c.

### Standard 5: Faculty Qualifications, Performance, and Development

We concur with the BOE findings. In particular, we appreciate the acknowledgement of our best-practice approach to valuing faculty service through experiential learning, outreach, and community engagement.

### Standard 6: Unit Governance and Resources

Two areas for improvement were noted by the BOE, both related to *Standard 6c: Personnel*.

**AFI 1:** Teaching assignments for multi-year contract faculty members exceed Standard 6 guidelines.

*Rationale:* Multi-year contract faculty members are assigned 15 hours for undergraduate teaching; the Standard 6 rubric indicates that undergraduate teaching should not exceed 12 credits per semester. This heavy load reduces time for collaboration, planning, and program engagement among these faculty members.

**AFI 2:** Workload impact for tenure-track impact on faculty members’ active engagement in scholarship.

*Rationale:* Full-time faculty member vitae demonstrated limited national service and scholarship and interviews suggested the workload of 12 hours undergraduate teaching allows minimal time for these efforts.

**AFI 1 Unit Response:** Acceptable criteria for this standard are written from a perspective of tenure-track faculty who are involved in “teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.” Multi-year contract faculty are defined in all colleges at Indiana State University as instructors. As approved by university policy on August 30, 2011 (Exhibit 6.3.h.2, page 17), these faculty members are not expected to contribute to scholarship, advisement, or service. Further, the NCATE language indicates that “faculty loads for teaching on campus and online *generally* do not exceed 12 hours for undergraduate teaching.” This standard is met for tenured/tenure-track faculty, who comprised 90% of the full-time faculty in the Bayh College of Education in 2011.

**AFI 2 Unit Response:** “National service and scholarship” is not among the criteria listed for the acceptable level of this standard, being explicitly referenced only in the target level criteria. Evidence in the Institutional Report (Exhibit 5.3.d.500) and BOE Report findings in Standard 5 (page 16) affirm high levels of faculty involvement in research, publishing, presentation, grant/contract activity, and service at state, regional, and national levels.