INDIANA STATE UNIVERSITY   **SCHOOL   OF   EDUCATION**

Annual NCATE Report: Part C
October 1, 2003

Section A – Conceptual Framework

Prior to the Fall 1999 NCATE on-site review, the unit determined to retain the overarching theme of "Becoming a Complete Professional" which encompasses five broad areas: Educator as expert mediator of learning, educator as person, educator as member of communities, educator as leader, and educator as researcher. INTASC principles were explicitly incorporated as outcomes for all undergraduate teacher preparation. National Board for Professional Teaching Standards propositions were approved as outcomes for advanced level teacher preparation. Remaining educator preparation programs adopted standards of their respective accrediting agencies as specific outcomes expected for their graduates (i.e., ISLLC, ASHA, CACREP, and NASP).

In April 2001, the Teacher Education Council (TEC) voted to adopt the International Society for Technology Education's (ISTE) framework and technology standards for teachers. The TEC revisited this issue in April 2003 and reaffirmed the ISTE NETS-Teachers for the teacher education program and approved a framework that indicated where each of these standards are embedded in the program and assessed.

In 2002-03, with assistance from a Title II Grant from the Indiana Professional Standards Board, clinical faculty plans were created in all the licensure areas of the School of Education. The purpose of the clinical faculty training was to ensure that supervisors in the field were aware of mission of our programs and had an understanding of our conceptual framework and how it intersects with the evaluation of our students in the field. Over 250 clinical faculty members were trained during the year and the model developed will continue with future training.

Summer 2003, the SOE decided to adopt LiveText™ as a tool to manage the standards portion of our Unit Assessment System. The conceptual framework has been preloaded into the NCATE syllabi that are then pushed out to faculty and students as further reinforcement.

Section B. Candidate Performance

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.

Indiana State University continually works to ensure that the appropriate standards related to knowledge, skills, and dispositions are being addressed by all students in licensure programs. Specifics are presented below:

- Summer 2003, all licensure programs began a review of the standards that programs had identified were being presented and assessed in courses. The purpose is to ensure continual agreement on where the standards are being addressed as faculty change over a period of time.

- During the Spring and Summer of 2003 the School Counseling Program Committee took a critical look at the program's curriculum and assessments to make sure that all standards were appropriately assessed through coursework and field practice.

- 2002-03, programs for teacher education candidates identified how the ISTE NETS-Teachers were being addressed and assessed. Key faculty in these programs developed Facilitating Activities that provide assessable performances in the classroom and field to be used by all instructors in a systematic integration of technology with other teaching standards.

- Two faculty attended a workshop on the assessment of dispositions in Fall 2002. A retreat was held with key faculty and practitioners to explore the assessment of dispositions further. Several options, including case studies, are being considered. All with the recognition that a common understanding must be held among those who complete student assessment on what these dispositions mean.

- The SOE is in year 3 of a Preparing Tomorrow's Teachers to Use Technology (PT3) grant from the Department of Education. This grant has encouraged and enabled all faculty to integrate the use of technology into all preservice courses. Faculty are modeling the use of technology in methods courses. ISU preservice teachers are then required to integrating technology into their lessons with children.

- Communication Disorders is targeting their graduate courses during this year (initial licensure). These efforts include: use of a clinical evaluation form that assess ASHA and IPSB developmental standards, syllabi that elucidate all knowledge, skills, and dispositions that will be assessed in class, and use of tracking form that is maintained in a student file to track progress on standards. Work on these efforts was achieved during 2002-03.

- In Educational Administration, TSSA Standards are now addressed and aligned with ISLLC Standards and indicated in course syllabi.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- While data on candidate performance had been collected in the past, a new form designed to enhance and ease record keeping was developed for School Counseling students in Fall 2002. Now that the form has been used, it is currently under revision. In addition, the program has begun discussions concerning the use of additional electronic record keeping, such as CD-ROM and web-based data storage.

- It was determined in Spring 2003, that the scope of creating a management information system for the programs of our size was too large for the one temporary person and the University's system was not able to be developed to meet the specific needs of the Unit Assessment System (UAS). Investigation into other options began in earnest in Spring 2003 and in the early Summer of 2003, the SOE decided to adopt LiveText™ to track candidate performances and to evaluate the delivery of our programs.   An aggressive implementation plan has begun to bring all teacher education courses online with LiveText™ in Fall 2004. Response to date has been overwhelming with more faculty participating than anticipated.

- Until full implementation of LiveText™ is realized, programs are analyzing student assessment data through other means (hand analysis, spreadsheets, etc.). The University for NCA accreditation has been engaged in a process of student outcomes assessment for the past three years. Every semester, programs must report on the analysis of student outcomes and program modifications made as a result of the analysis.

- The SOE received a Title II grant through the Indiana Professional Standards Board for the third consecutive year in 2002-03. The focus was to improve assessment of student

performances and train clinical faculty who assist the SOE in the assessment of student fieldwork. The programs for teachers, administrators, and other school personnel focused on improving inter-rater reliability on assessment tools for student practice and to continue the development and improvement of these assessments and rubrics that are tied to performance standards.

- With the Title II grant, Communication Disorders made significant progress on their work related to evaluation of student performances. A working group of five individuals (two Vigo County school clinicians, the 2003-04 Rowe Center clinic director, and two CD faculty members) participated in the development of clinic practicum forms to address the Developmental Standards (four levels) and revised ASHA Standards. The changes suggested for the Developmental Standards Forms were minimal. These forms will be revised and a cover letter will be added. The CD department will begin using the four developmental standards evaluation forms the fall 2003 semester for evaluation of all clinic students in both graduate and undergraduate clinics as well as student teaching and hospital practicum. Indicators to use under each item of the ASHA standards form were brainstormed.

- After extensive revisions to the School Psychology Program's UAS two years ago, the program complete its second summative review last spring with the revised assessment procedures. Data on student performance and program quality continue to inform the faculty on the strengths and limitations of the curriculum, practicum/internships, assistantships, and general program procedures. The system is maturing and producing rich programmatic data.

- In the educational administration program, survey data from graduating students in the masters and non-degree programs indicated revisions were needed in terms of collecting evidence and reflecting on ISLLC Standards accomplishment. Reflections and portfolio development were revised and made part of the intern handbook to ensure uniform outcomes instead of regional preference among field supervisors.

Section C. Unit Capacity

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.

Past NCATE reports will reveal a continual enhancement to the field experiences and clinical practice of candidates. Additional improvements made the past year are elaborated below:

- The first goal of the ISU Professional Development School Partnership is to enhance the learning of all children in the PDS sites. In 2002, Indiana State University was the recipient of the Christa McAuliffe Award from AASCU. The application for that award highlights the impact our candidates have on student learning. At Chauncey Rose Middle School, university faculty and students collaborated with school-based faculty to implement an 8th grade algebra project. The end result was a dramatic increase in both computational math scores and scores on math concepts on the Indiana Statewide Test of Educational Progress (ISTEP). At Miller Elementary School in Indianapolis, school-based faculty and university partners decided to launch a multi-pronged school renewal program. Language arts would be addressed through a district-wide initiative with augmentation provided through the ISU PDS professional development program. Mathematics program development would come from internal school resources with a collaborating University elementary math methods faculty member's assistance. A request from the University for the additional placement of student teachers within the school was readily approved, increasing both the numbers of University faculty visiting the school and increasing the frequency of visits. During this time period the percent of pupils meeting state minimum proficiency standards in math and language arts went from a low of 28.4% to a high of 64.8%, while the percent of pupils eligible for the free lunch program went from a low of 60% to a high of 73%.

- All secondary education and K-12 education candidates are now completing 16 weeks of student teaching in two distinct 8 week blocks in order to ensure that students have completed observable performances at different school level sites.

- The SOE received a Title II grant through the Indiana Professional Standards Board for the third consecutive year in 2002-03. The focus was to improve assessment of student performances and train clinical faculty who assist the SOE in the assessment of student fieldwork. Over 30 clinical faculty and students in administration participated and over 150 clinical faculty received training.

- Much work has been focused upon the enhancement of school counseling field experience and clinical practice within the past year. Individual meetings were held with over 100 on-site supervisors to train them concerning the standards and ISU's assessment criteria. Time was also taken to gain feedback from experienced clinical faculty concerning the program's curriculum and field experience requirements.

Feedback from the supervisors was shared with the program committee and considered as part of the program's continuous improvement efforts. In addition, clinical faculty members were invited to campus to design assessment instruments and participate in training in order to strengthen inter-rater reliability on the major program assessment instruments. Work on this continues.

- In addition to including an early field experience in a low-performing elementary school in Block II, the students enrolled in Teaching, Developmental Reading and Other Language Arts (ELED 397) participate in a one-on-one tutoring program sponsored by AmeriCorp. The participants for this project are primary-aged children in low-performing schools in Vigo County. This semester approximately 75 students enrolled in ELED 397 have been tutoring students in reading. The program has been very successful.

- Preservice teachers are also required to complete performance-based activities in the lessons they are teaching elementary-aged students. Students tie all of their lesson plans to the P-12 content standards and provide performance assessments for each lesson. The use of LiveText™ will also allow faculty to encourage students to complete lesson plans and assess students according to the Indiana Academic Content Standards and track and analyze the results of student learning.

- Field experiences in the educational administration program now place greater emphasis on the role of the mentor in the internship experience. This is a result of surveys sent to practicing administrators who sponsored an intern last year. Field-based mentors are now invited to campus for a seminar session based on the NASSP Mentor/Coaching model.

- Students engaged in the secondary education Transition to Teaching program have reached a point of field experience this semester. Practitioners involved in the assessment of these candidates have also received clinical faculty training.

- Clinical faculty who evaluate our candidates also receive faculty accounts on LiveText™ in order to complete online assessments that will feed directly into the UAS.

- The SOE received a Microsoft/AACTE grant that focuses on providing software and technology integration skills for candidates to use in the field and provide training for the mentor teachers who work with the candidates.

- As part of the Title II grant, Communication Disorders worked extensively with school practicum supervisors in the development of the evaluation forms (mentioned under Standard 1). Input from field supervisors is used in all program modifications and student evaluations.

- ISU is a Certified Mentor Training Program. In 2003, 22 mentor teachers were trained to support beginning teacher internships.

- Over the past year, the program has expanded its practicum via increased activity in the Porter School Psychology Center and community-based sites. Our partnership with the Covered Bridge Special Education District continues to grow stronger, and new sites with Headstart and the 14th & Chestnut Community Center permit graduate students to enhance their competence while providing valuable psychological services.

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.

Indiana State University is engaged in continuous improvement in designing, implementing, and evaluating curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. ISU values diversity in its community because of its enriching effect on all members of the community and is committed to increasing diversity among students and faculty. New and ongoing efforts on this standard include:

- The PT3 grant sponsored a speaker, Dr. David Edyburn, who addressed the benefits of using Assistive Technology with students. He emphasized that Assistive Technology is not limited to persons with disabilities; rather it serves the needs of a large student population who have difficulty in an academic area. Over the two day period of his visit, over three hundred students participated in his presentations and he met with individually with a half dozen faculty on how to use assistive technologies in their classes.

- The SOE is participating in a Multicultural/Diversity Assessment Project, run out of Emporia State University. In the past year, data has been collected and analyzed on faculty priority issues on diversity, by department and instructor. Baseline data is being collected on student knowledge on issues of diversity using a standardized instrument from the project. It will also be administered to program completers this year to begin to measure change.

- A SOE faculty member won one of the University Diversity Awards as recognition of her work to create a welcoming educational environment for all students and to promote principles of diversity in her classroom.

- With emphasis from ASHA on insuring the clinical diversity experience of students, the CD department increased the specificity in reporting of clinical hours across categories of disorders. In addition, 25 hours of observations at the graduate level will be evaluated and tracked across six disorder categories to insure that students are familiar with remediation across all disorders.

- Literature and study findings indicate diverse students must be invited or socialized into building and district leadership.   A reliance on self-selection minimizes the candidate pool. Because of this, student placement services now are a regular agenda item at faculty meetings to broaden stakeholder awareness of opportunities. Masters and non-degree faculty also now actively assist the Placement Director to provide placement opportunities for *all* students. Weekly openings are now circulated among the Department and will soon be placed on the Web. Additionally, placement services are now a distinct seminar topic for interns.

Weaknesses related to Standard 4 cited as a result of the last NCATE review:

- *Professional and pedagogical studies do not systematically include content on working with culturally diverse and exceptional populations.*

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

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

- *Candidates represent limited cultural diversity.*

- *Faculty in the unit represent limited cultural diversity*.

Activities occurring in the unit in the past year to address these weaknesses:

- All teacher education students now participate in early field experiences in area schools that have diverse student bodies in terms of socio economics, race, and ethnicity.

- The school counseling program worked to increase diversity in its student population. Efforts brought a 200% increase in students of color and a 300% increase in males.

- The school counseling program has also taken a close look at the curriculum concerning multicultural issues. The program committee felt that most diversity issues were well covered within the program. However, due to research which indicates that generational poverty is the primary variable in the achievement gap, the program committee has created additional classroom and field experiences which examine related educational and familial issues.

- In 2003, the Vigo County School Corporation resurrected the Minority Recruitment Committee. A representative from the Dean's office of the SOE has been invited to participate on this committee. The goal is to work with middle school minority students to encourage them to consider the teaching profession. Work in this committee will begin in earnest 2003-04.

- The Headstart and 14th & Chestnut Community Center permit the School Psychology students to work extensively with children of color and their families. These experiences are directly linked to program competencies focusing on enhancing the knowledge, skills, and dispositions of our students.

- A female of color was recently hired and began Fall 2003 in a T/TT position within the Department of Educational Leadership, Administration and Foundations. While currently teaching in the Higher Ed. Ph.D. Program, the Department is expanding her foundational expertise to begin teaching foundations of history courses. This will potentially reach our licensure populations. Additionally, she has a strong influence regarding programmatic decisions and adds a much needed diverse perspective to discussion/dialogue regarding licensure programs in faculty and committee meetings.

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including he 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.

- The school counseling program and its faculty were recognized by The Education Trust as a pioneer in the Transforming School Counseling National Initiative.

- The last several years, the SOE has had a significant turnover in faculty. Currently, 34% of the faculty have been at the institution under 5 years. These new faculty bring fresh perspectives and a new set of experiences to the unit. These new faculty have quickly engaged in major efforts in the unit, thereby impacting policy and action.

- The faculty in this unit continues to be extremely productive in the areas of research and service. The unit's annual report reflects the contributions that are being made by all members of this department.

- 2003 is the first year of the new University Promotion, Tenure, and Retention Policy. This new policy provides better information for faculty on expectations for their performance.

- In 2002-03, the SOE and its units submitted 24 grant proposals totaling $12,738,600. During that same period, 23 awards were received totaling $3,052,906. Grant productivity has seen significant growth in the last several years.

- In the past year, faculty in the SOE continued to demonstrate its productivity and level of scholarship through the four books published, over 55 articles/chapters/monographs published, over 80 international/national/regional presentations made, over 25 state and local presentations made, and over 73 workshop or educational consultations conducted.

- The Dean's office holds specialized meetings with junior faculty to address their concerns and questions directly. The purpose is to make sure they are fully aware of the PTR expectations of the School and University and identify their support needs.

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

Weaknesses related to Standard 6 cited as a result of the last NCATE review:

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

- *Candidates and members of the professional community are not systematically included in unit advisory and governance bodies in such a way to ensure their active engagement in deliberative activities.*

Previous NCATE reports indicate how we are continually addressing these weaknesses. The information provided here indicates how the unit has tackled the issue this year.

- The School Counseling program faculty have evaluated supervisory needs and plan to pilot expanded use of distance technology (online supervision and videoconference supervision) to lighten the travel load, and associated time expenditure, previously associated with field experience supervision.

- The School Counseling program continues to collaborate on a regular basis with practicing school counselors and community members who participate in the program's Steering Team. The Team meets several times during the academic year to provide input on all aspects of the School Counseling Program. Practitioners are also involved in all aspects of the recruitment, interview, and selection process. They are also employed as adjunct instructors and supervisors in the program.

- During the past year, the EESE unit has worked to lessen the advising and supervision responsibilities for faculty members. Additional temporary faculty members have been hired to assist with the student teaching supervision load. Faculty members continue to be responsible for field supervision, but additional graduate students have been assigned these faculty members in order to assist with this process. Educational Student Services is taking more responsibility for advising students who are freshman and sophomores.

- The SOE recently was invited by the US Department of Education to submit a full proposal for the Teacher Quality Enhancement Program. We currently await word on that grant. The process of developing the grant proposal took place over a period of three months and involved representatives of the School of Education, the College of Arts and Sciences, and practitioners from the Vigo County School Corporation, all as equal, contributing partners. If the grant is successful, it will establish even greater collaborative efforts between the university and school-based partners.

- In 2002-03, the SOE was in the third year of a Title II grant that worked to develop clinical faculty training. The team that worked to devise the clinical faculty training related to instructional licenses was composed of equal numbers of practitioners and university faculty. All team members also helped to deliver the training.

- The Education Administration program participated in the Title II Grant. As a result of the participation, meetings were conducted with external stakeholders primarily

comprised of practicing administrators. Feedback that was standards based initiated Intern Handbook revisions (i.e., reflection changes, the addition of assessment rubrics, greater emphasis of Standard 2 – Climate/Culture, and a new focus on a K-12 perspective).   Assessment rubrics were also validated with external groups.

- The PT3 grant has worked to actively engage representatives from the College of Arts and Sciences and school-based practitioners in the work of technology integration for teacher education students.

Section D. Other weaknesses cited during the prior visit

Other weaknesses cited as a result of the last NCATE review:
None

Additional Changes in the Unit:

One significant organizational change is in progress. Due to the Spring 2002 resignation of the Chairperson of the Communication Disorders and Special Education Department, work was begun to realign the faculty and programs of Special Education with the Department of Elementary and Early Childhood Education. Elementary and Special Education have a joint licensure program such that all students who earn a degree and licensure for K-12 Special Education simultaneously earn an elementary degree and licensure. The proposal to merge Special Education with the EECE department is currently working its way through the university governance structure. In the meantime, the faculty of Special Education have relocated to the floors of EECE and are actively participating in that department. When combined, the department will have the title of Elementary, Early, and Special Education. The faculty in Communication Disorders are currently operating as a stand-alone department on a 2-year basis at which time, determination will be made if they merge with another department or continue to stand separately.

Several key personnel changes occurred in the past year including:

- Prior to the beginning of the Fall 2003 term, the Provost and Vice President of Academic Affairs, Dr. Steven Pontius resigned. August 25, 2003, the Dean of the School of Education, Dr. Jack Maynard was asked to assume the position of Interim Provost. Dr. Robert Williams has assumed the position of Acting Dean for the academic year.

- Dr. Rebecca W. Libler, Associate Dean, was asked to continue in her temporary appointment as Interim Associate Vice President for Enrollment Management. Until her return, Dr. Susan Powers has been re-appointed as Acting Associate Dean.

- A 2002-03 interim department chair the Department of Educational Leadership, Administration, and Foundations, Dr. Brad Balch, was appointed to the position of Department Chair. This department houses all school administration programs.

- Plans are in progress to develop a combined field experience office to better manage the clinical experiences for students. The original plan had been to have this office in place during the Fall 2003 semester – the changes in SOE administration has delayed this progress.

- The Office of Educational Student Services had a Management Information Specialist hired on a temporary basis to work on the development of the Unit Assessment System and data analysis. In Summer 2003, the University was unable to continue this appointment. Fortunately, the Institutional Computing has an open position and were able to hire the specialist within their unit with the designation to work with the SOE on the UAS and other data needs. To date, the change has not had any detriment on our data needs.

Section 4 – Program Completers
The total number of candidates who completed education programs (initial & advanced) during the 2002-03 academic year?

Initial - 266
Advanced - 97

Person completing this report:
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