**INDIANA STATE UNIVERSITY**          **SCHOOL  OF  EDUCATION**

# Annual NCATE Report:  Part C
# October 2001

## Section A.  Conceptual Frameworks(s)

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 the fall of 2000, the Teacher Education Committee established an ad hoc committee to recommend new technology standards to be met by all teacher candidates prior to program completion.  A new general education requirement for information literacy was the catalyst for revisiting previously adopted technology standards for both initial and continuing preparation of teachers.  In April 2001, the TEC accepted the recommendation from the ad hoc committee and adopted the International Society for Technology Education's (ISTE) framework and technology standards for teachers.

## 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.

### Related Activities:

All programs have completed curriculum mapping to show alignment with the outcomes identified in the conceptual framework(s) and the appropriate state content and developmental standards.  Each program continues to develop and refine assessments tied to INTASC and state content and developmental standards.

Course syllabi are being revised to show linkage to INTASC and state content and developmental standards.  Syllabi also identify key performance indictors and assessments.

The Teacher Education Committee approved the requirement that, prior to student teaching, candidates must take the Praxis II exam(s) required for state licensure and be within one standard error of the required state score. This is viewed as a way of determining a candidate's adequacy of content knowledge to be successful in a student teaching experience.  Candidates must meet the state licensure cut off scores prior to program completion.

In the elementary program, an MED in Reading was totally revised to incorporate the National Board for Professional Teaching Standards principles.  Changes have been approved through the faculty governance system, making it an MED in Literacy with an emphasis on preparing candidates for national certification.  Performance assessments will demonstrate that candidates meet NBPTS standards.  The first cohort entered the revised program in Fall 2001.

In the Communication Disorders program in the clinical practicum, direct observation of the clinical processes of evaluation and therapy is used.  Candidates are provided with written feedback of strengths observed and opportunities for improvement.  Communication Disorders candidates utilize a new "self-record" of how they demonstrated each competency during student teaching.

The School Psychology program is undergoing significant revision. All revisions and changes were approved by the department and are now on track for school and university approval.  Increased programmatic emphasis on technology results in more student use of electronic presentation formats, data management programs, and data analysis software for qualitative and quantitative research project.  An increased emphasis on research results in more student use of case studies with clients and presentations at local, state, and national conferences.  100% of graduates of this program are eligible for state licensure in Indiana and other states.

In the School Counselor program, specific performance assessment rubrics are bring developed around the new state standards for student services professionals and all four levels of the developmental standards.


**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.
**Related Activities**:

Efforts have been underway to reach consensus across all teacher education programs on a system of decision points that can be applied to all instructional licensure programs.  The stakeholder groups representing All-Grade programs, 5-12 programs, and elementary and early childhood programs have agreed to four summative decision points for monitoring candidate progress.  This recommendation will be presented to the Teacher Education Committee for approval this fall.  Those decision points will be entrance to program, pre-student teaching phase one, entrance to student teaching, and exit from program.

Over the last two years, all undergraduate and graduate programs in the School of Education have undergone a university program review.

Improvements have been made in the system for collecting and reporting candidate evaluations from clinical faculty during student teaching placements.

In the elementary and early childhood programs, new portfolio requirements were developed for student teaching.  Candidates now prepare a portfolio based on the NBPTS model.  A standards-based rubric has been developed to assess the portfolio and the resultant data on candidate performance is now being collected and analyzed.

A new follow up survey was developed and used with graduates who had completed the beginning teacher internship program.  This survey will be administered each year.

Federal Title II data was collected and reported.  That same data has been provided to specific programs and is part of our unit assessment system.


## 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.
**Related Activities:**

Based on student teaching evaluations, stakeholder input, and focus groups with candidates and graduates, the Department of Curriculum, Instruction, and Media Technology has voted to increase the student teaching requirement in all-grade programs from 10 weeks to 16 weeks, effective in Fall 2002.  This will require 8 weeks in an elementary setting and 8 weeks in a secondary setting.  5-12 programs will also increase from 10 to 16 weeks, 8 weeks in a middle school setting and 8 weeks in a high school setting.

Clinical faculty have been trained in the use of rubrics for assessing field experiences.  A "train the trainer" model was used in which several daylong workshops trained two faculty members from each professional development school in how to assess performance on standards and the use of rubrics to evaluate teaching episodes.  These trainers have now conducted workshops in each of heir home schools for all faculty in that school.  A 60+ pages resource manual has been developed and is provided to every clinical faculty who works with early field experience students and/or student teachers.

A new five-year agreement was signed with five school districts and 20 professional development schools to provide practicum sites for candidates, professional development for in-service faculty, and engagement in collaborative inquiry.

In the School Administration program, the Principal Internship Program has a well-defined set of activities designed to promote knowledge, skills, and dispositions for each of the building level administrator standards.  Evaluation is done through a

portfolio process and involves collaboration of mentor, university supervisor and intern.

In the School Psychology program, faculty met three times with representatives from the Covered Bridge Special Education District to improve the sequence of the curriculum and identify field-based experiences that would strengthen the training of school psychology practicum candidates and interns. They also expanded the number of nationally accredited internship sites in which students were placed. These interns met the program criteria for placement and will be eligible for Indiana licensure as a school psychologist.

The School Counseling program has significantly increased its field experience component. All candidates participate in field experiences each fall and spring semester in a feeder system (elementary, middle and high school). Candidates gain a minimum of 700 clock hours of field experience during the program.

**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.

***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.***

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

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.

**Initial Preparation:**

- The Teacher Education Committee (TEC: University level faculty governance for teacher preparation programs) charged an *ad hoc* committee to develop criteria for reviewing course proposals to satisfy the NCATE Standard on Diversity and the INTASC principles related to diversity that would guarantee

that every teacher education student has knowledge and demonstrates certain performances regarding diversity. The *ad hoc* Committee on Diversity recommended, and TEC adopted, review criteria for any courses proposed to meet the multicultural requirement in Teacher Education Programs. In addition, any proposal must respond to the four primary criteria based on General Education guidelines and these criteria should be clearly shown within any course syllabi provided. The *ad hoc* Committee will review proposals on an ongoing basis. Previously approved courses under the old guidelines must be revamped and submitted for approval under the new guidelines.

- Program revisions in Special Education and Communication Disorders include specific competencies in the area of diversity. For example, students in CD 211 are provided with a variety of examples of speech and dialects from diverse populations. Another example is that diversity specifically required in Language Sample project.

- During SPED 306 Seminar, candidates receive input from guest speakers regarding the design and evaluation of curriculum intended to incorporate a diverse population of learners K-12. Potential effects of students with a variety of disabilities, gender differences, racial differences, and religious issues on the design of curriculum are presented.

- Candidates in the elementary mathematics methods course (ELED 394) routinely spend two days during the semester in the Indianapolis Public Schools working with diverse learners.

- Candidates in the elementary social studies methods course (ELED 392) are presented with an array of culturally diverse topics intended to prepare them to work with culturally diverse and exceptional populations.

- Tracking systems are being implemented in all undergraduate programs to assure that candidates consistently and systematically are placed in the highest diversity school settings as possible for practicum and student teaching experiences.

- Four new professional development schools representing the most diverse elementary schools in the local school district have been added for the purpose of providing diverse practicum experiences for all elementary education candidates.

**Advanced Preparation:**
- The School Psychology program mandated staffing of clinic cases that involve clients/families from diverse backgrounds. Staffings were opened to students in the practicum course as well as all students currently in the program.

- The School Psychology program offered a new course on working with HIV positive children, and the class includes an experiential component whereby students work at a summer camp with HIV positive children.

- A Visiting Minority Scholar was contracted to consult with faculty and students in three different programs: School Psychology, Counseling, and Clinical Psychology.

- Educational Administration faculty made a concerted effort to integrate more course readings addressing culturally diverse and exceptional populations. For example, the faculty have introduced leadership theories and perspectives from different cultural groups.

- The faculty in the Department of Counseling received one of six "Transforming School Counseling" grants awarded nationally by the Wallace-Reader's Digest Fund and administered by the Education Trust. Now in the 4$^{th}$ year of the grant, the program in School Counseling has been completely revised and transformed to prepare school counselors to work in diverse settings and to help all students learn. The School Counseling program has systematically reviewed its curriculum to ensure that each course looks at the course topics from culturally diverse and exceptional population perspectives.

- School Counseling courses expose students to issues and practice considerations important to effectively work with culturally diverse and exceptional populations.

- In the new program which is fully implemented, School Counseling candidates now take a course in multicultural counseling.

- The School Counseling internship is organized so that students are required to work with culturally diverse and exceptional populations.

  - ***Candidates represent limited cultural diversity.***

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

- The School Counseling program has instituted the following additional interventions to attract males and students of color into the profession:
  - Letters sent to African-American undergraduate students on the ISU campus
    - Personal phone calls to African-American undergraduate students on the ISU campus
    - Reception for African-American undergraduate students on the ISU campus at the African-American Cultural Center
    - Letters to school superintendents, principals and school counselors that ask for to the school counselor program and stress the need for a more diverse school counseling profession
    - These strategies resulted in the admittance of four males and three students of color to the 2001 school counselor cohort.

- The Diversity Task Force (17 members including faculty, candidates, and support staff) that had been charged in February of 2000, completed a summary report recommending an action plan built around five priorities:
  - Recognition for Action
  - Curriculum Issues

- o Student Voice
- o Study Groups for Professional Development of Students, Faculty, and Staff
- o Recruitment and Retention of Students, Staff, and Faculty

The report has both long and short term objectives with strategies that are being implemented.

- Faculty were provided the opportunity to attend conferences and institutes related to diversity to increase awareness and to build new competencies.

- Two new faculty of color were successfully recruited in faculty searches this past year. A Hispanic male was added to the faculty of the School Counselor program. An African American male was added to the faculty in Communication Disorders.

**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.
**Related Activities:**

In the Counseling Department, one faculty member participates in the campus-wide Faculty Liaisons Advocacy Group. The goal of this group is to support faculty in developing sensitivity and classroom skills when teaching or dealing with matters of diversity. In addition, faculty set personal performance goals, with the department chair, in the areas of teaching, scholarship, and service. These goals are included in annual faculty performance reviews. During the past two years, supplementary professional development funds were made available to faculty for training in diversity issues, technology and distance education, and discipline-related areas of specialization. Five faculty members utilized these funds in 1999-2000 and two in 2000-2001.

In Educational and School Psychology, faculty enhanced the implementation of innovative school-based training programs for children with attention disorders and reading difficulties/disabilities. Faculty also participate in a high level of professional development activities that included training in the development of online course delivery, meetings with research teams with members from institutions across the country, preparing as site visitors for accreditation teams, meetings with member of editorial boards to enhance publication activities and attendance at national conferences and workshops on a variety of topics. In addition, faculty continued to practice as psychologists via their work in the Porter School Psychology Center and the public schools.

In May 2001, the School of Education Congress and faculty adopted new promotion, tenure, and retention policies and procedures that provide a way of documenting and valuing work with professional development schools, service, and other outreach activities.

**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.***

- In order to reduce the advisement load in elementary and early childhood education, advisement responsibilities for those students through the completion of their first professional education experience has been transferred to Education Student Services.  A full time temporary professional staff position has been added to the unit, with the expectation that it will become a permanent position in the staffing chart.

- ISU has begun the process of examining faculty workloads and developing new workload policies.  Faculty from the School of Education worked this year on recommendations for new policies that are now under review by the Provost and Faculty Senate.  If enacted, the issue of excessive advisement and/or teaching loads will be addressed across the institution.

- Faculty set personal performance goals, with the department chair, in the areas of teaching, scholarship, and service. These goals are included in annual faculty performance reviews.  Chairs are encouraged to help faculty become more balanced in their workload.

> ▪ ***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.***

- Members of the local professional community (school corporation administrators and school counselors) are involved as regular members of the School Counseling Program Steering Team.

- Curriculum, Instruction, and Media Technology Department, which is responsible for the professional education sequence for secondary and all-grade programs, has added candidate representation to the curriculum committees this year.  Teachers in the professional development schools are included in all CIMT advisory groups.

- An Elementary and Early Childhood Education Advisory Board has been established.  K-12 teachers and administrators and candidates are represented on the Board, which discusses issues related to elementary education and provides advice to the department faculty.

- The unit has revised its faculty search procedures to encourage involvement of the local professional community. One or more members of the local professional community are routinely included on all faculty search committees. Meetings are scheduled to accommodate their calendars.

- The School Psychology program increased its collaboration with the Covered Bridge Special Education District to promote more systematic involvement in the governance of the program.

- A series of focus groups were conducted with building-level and district administrators as part of the development of a new master's program leading to licensure as a building level administrator.

- Supervising teachers are directly involved in the summative evaluation of candidate placements, including student teaching.

- Area teachers are invited to participate in the final summative assessment of student teachers in secondary and all-grade education.


## 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:**

While there were no structural changes in the unit, several key personnel changes occurred in the past year including:

- Dr. C. Jack Maynard was appointed Dean of the School of Education, effective July 1, 2001.
- Dr. Rebecca W. Libler replaced Dr. Jerry Summers as Associate Dean of the School of Education, effective July 1, 2001.
- Dr. Stephen Pontius was appointed Provost and VP for Academic Affairs, effective July 1, 2001.
- New department chairs were appointed in the Department of Communication Disorders and Special Education which houses speech language pathology and special education programs and in the Department of Educational Leadership, Administration, and Foundations which houses all school administration programs.
- An interim department chair was appointed in the Department of Curriculum, Instruction, and Media Technology, which houses the secondary and all-grade professional education sequence.