

Indiana State University

Annual Institutional Report Card

Reporting on Teacher Education Program Completers 2001-2002

**Submitted to the State of Indiana
(Indiana Professional Standards Board)
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Table C1: Single-Assessment Pass-Rate Data: Academic Year: 2001-2002
Testing Period: 9/96-8/01 **Number of Program Completers: 268**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500	1			92%
General Knowledge	510	1			88%
Professional Knowledge	520	1			94%
PPST Reading	710	71	68	96%	98%
CBT Reading	711	171	171	100%	99%
PPST Writing	720	88	87	99%	99%
CBT Writing	721	163	163	100%	99%
PPST Mathematics	730	80	76	95%	98%
CBT Mathematics	731	167	167	100%	99%
Computerized PPST Reading	5710	18	14	78%	79%
Computerized PPST Writing	5720	10	10	100%	94%
Computerized PPST Math	5730	15	14	93%	81%
Professional Knowledge					
Pre-Kindergarten	530	4			100%
Academic Content Areas					
Elementary Education	010				
Elementary Education	011	126	125	99%	99%
Early Childhood	020	1			
English Language	040				
English Language	041	9			100%
Mathematics	060	1			100%
Mathematics: Content Knl	061	5			92%
Social Studies	081	25	25	100%	95%
Physical Education	090				
Physical Ed: Content Knl	091	8			87%
Business Education	100	4			100%
Music Education	110	6			100%
Music Cont. Knowledge	113	7			99%
Art Education	130	1			100%
Art Content Knowledge	133	7			99%
French	170				
French Prod Lang Skills	171				
French Cont Knowledge	173				
German	180	1			
Spanish	190	1			100%
Spanish Content Knowl.	191	1			82%
Spanish Prod Lang Skills	192	1			67%
Reading Specialist	300	122	122	100%	100%
General Science	430	7			99%
Other Content Areas					
Technology Education	050	7			100%
Family & Consum. Science	120	7			100%
Speech Communication	220	1			100%
Library/Media Specialist	310	1			
Health Education	550	1			100%
Teaching Special Populations					
SE Know-Base Core Princ.	351	15	15	100%	100%
Emotional Disabilities	370	3			
SE Behavioral/Emotional	371	1			100%
Tehg Students w/ LD	380	7			100%
SE Learning Disabilities	381	14	14	100%	99%

Table C2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2001-2002
Testing Period: 9/96-8/01 **Number of Program Completers: 268**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	264	254	96%	96%
Professional Knowledge	4			100%
Academic Content Areas	210	206	98%	98%
Other Content Areas	17	17	100%	100%
Teaching Special Populations	25	25	100%	99%
Summary Totals and Pass Rates	268	254	95%	94%

Section II. PROGRAM INFORMATION

A.	Number of students in the regular teacher preparation program:	
	1. Total number of students enrolled in teacher preparation, all specializations, in academic year 2001-2002.	1478
B.	Information about supervised student teaching:	
	2. Number of students in programs of supervised student teaching during academic year 2001-2002.	316
	3. Number of faculty members who supervised student teachers	
	a. Full-time faculty in professional education:	31
	b. Part-time faculty in professional education but full-time in the institution:	3
	c. Part-time faculty in professional education, not otherwise employed by the institution:	6
	d. Total number of supervising faculty for the teacher preparation program during 2001-2002:	40
	4. Student/faculty ratio (total B2/total B3d.)	7.9⁺
	5.	
	a. Average number of hours per week required of student participation in supervised student teaching in these programs:	36+
	b. Total number of weeks of supervised student teaching required:	10-16*
	c. Total number of hours required:	300-480**
	⁺ As calculated is for the academic year – number is about half per semester.	
	*Secondary education programs = 10 weeks. Elementary and Special Education programs = 16 weeks.	
	**Secondary education programs = 300 hrs. Elementary and Special Education programs = 480 hrs.	
C.	Information about state approval or accreditation of teacher preparation programs:	
	6. Teacher preparation program is currently approved or accredited by the state:	Yes
	7. Teacher preparation program currently under a designation as “low-performing” by the state:	No

Section III. Contextual Information

Mission: Indiana State University was founded in 1865 as the Indiana State Normal School. Today, ISU is a comprehensive, residential institution offering instruction at the associate, bachelor's, master's and doctoral levels that retains its commitment to preparing quality teachers for the state of Indiana. Populated primarily with first generation college students, ISU is a student-centered learning community that has student success as its highest priority.

The mission of the School of Education is to prepare and provide continuing professional development for teachers, clinicians, counselors, psychologists, supervisors, administrators, and professors. It is also to contribute to the organizational, curricular, and instructional growth and reform of schools, colleges, clinics, and other instructional organizations; to contribute to the research and scholarship necessary to better understand the complexities of teaching and learning in professional practice; and to provide service to practicing educators and organizations associated with the education disciplines.

The philosophy supporting all teacher preparation programs is that in order to prepare caring, competent, qualified teachers for the nation's classrooms, it is necessary to assist each individual in *Becoming a Complete Professional*. This conceptual framework builds upon student learning and experience to guide each candidate in filling the roles of expert mediator of learning, person, and member of communities. To be proficient, an educator cannot simply be skillful as a mediator of learning or simply be respected and emulated by students or simply be a contributing member of relevant communities. Instead, a truly successful educator must at the same time be a competent mediator of learning, a person viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function.

Student Demographic Characteristics: The ISU student body consists largely of first generation college students: 86% are from Indiana, 85% attend full-time, 52 % are women, and 19.1% are minority students. Over 70% of students receive some type of financial aid. The average age of undergraduates on campus is 22.92.

Most undergraduates in teacher preparation programs are of traditional college age and approximately 91% attend full-time. Of full-time students in teacher preparation programs, 96% are from Indiana, 68% are females and 5.7% are minority students. The average total SAT is 956 and average high school GPA was 3.06.

Type of Institution: Indiana State University could be categorized as a "Gatekeeper" institution in that some, but not all, of the state-mandated tests are required prior to some specified experience in the program. Candidates are required to pass Praxis I Basic Skills Tests in reading, writing, and mathematics to continue in the teacher preparation program beyond the first exploratory course.

Program Completer: At Indiana State University, a program completer is a teacher candidate who completes all the requirements for graduation from the institution or, if

already holding a degree, completes all requirements of the teacher preparation program he or she is enrolled in.

Program Characteristics:

Teacher Preparation Programs: Indiana State University offers 27 baccalaureate programs leading to state teacher certification and five graduate level programs leading to certification as speech language teacher, school counselor, school psychologist, principal, or superintendent,

Unique Program Characteristics: A significant factor in ISU's teacher preparation program is the ISU Professional Development Schools Partnership. This partnership involves 20 schools in 5 school districts representing both rural and urban settings and a diverse student population. It attempts to link reform in schools with reform in teacher preparation. The majority of field experiences occur in professional development schools. Prior to student teaching, most candidates spend over 100 hours in early field experiences. In addition to clinical school experiences, the partnership engages candidates, faculty and K-12 teachers and students in collaborative research and professional inquiry projects and provides continues professional development for K-12 teachers and administrators as well as university faculty.

Notable Features and Accomplishments:

- In 2002, ISU was awarded the Christa McAuliffe Award for Excellence in Teacher Education, one of three institutions honored by America Association of State Colleges and Universities (AACSU).
- The School of Education is currently in its second year of a PT3 (Preparing Tomorrow's Teachers to Use Technology) with a focus on improving technology integration in pre-service education and providing avenues for technology-rich field experiences. Additional software for field-based used has been made available through an AACTE-Microsoft Grant.
- Currently 8 ISU graduates licensed in Indiana are known to be among the 74 in Indiana who have achieved certification from the National Board for Professional Teaching Standards.
- Graduates have earned many awards for outstanding teaching, including Indiana Teacher of the Year in recent years, Indiana Art Teacher of the Year this past year, 2 nominees for Indiana Teacher of the Year this past year, a 2003 recipient of Presidential Award for Excellence in Science

Accreditation: Indiana State University is accredited by the North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE) accredits the teacher education unit. The Indiana Professional Standards Board (IPSB) accredits all of the university's teacher preparation programs. Additional accreditations in the School of Education include American Speech Hearing Association, National Association of School Psychologists, and American Psychological Association.

