

# Indiana State University

## Annual Institutional Report Card

Reporting on Teacher Education Program Completers 2000-2001

Submitted to the State of Indiana

(Indiana Professional Standards Board)

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**Table C1: Single-Assessment Pass-Rate Data: Academic Year: 2000-2001****Testing Period: 9/95-8/01 Number of Program Completers: 237**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
<b>Communication Skills</b>	500	7			100%
<b>General Knowledge</b>	510	7			100%
<b>Professional Knowledge</b>	520	1			100%
<b>PPST Reading</b>	710	93	86	92%	98%
<b>CBT Reading</b>	711	132	128	97%	98%
<b>PPST Writing</b>	720	118	118	100%	99
<b>CBT Writing</b>	721	106	105	99%	99%
<b>PPST Mathematics</b>	730	105	101	96%	96%
<b>CBT Mathematics</b>	731	123	117	95%	96%
Professional Knowledge					
<b>Pre-Kindergarten</b>	530	4			100%
Academic Content Areas					
Elementary Education	010	8			100%
Elementary Education	011	109	108	99%	100%
Early Childhood	020	2			100%
English Language	040				
English Language	041	11	11	100%	97%
Mathematics	060	8			100%
Mathematics: Content Knl	061				
Social Studies	081	6			97%
Physical Education	090	10	10	100%	96%
Business Education	100	3			100%
Music Education	110	9			100%

Art Education	130	2			100%
French	170				
Spanish	190	2			94%
General Science	430	5			100%
Other Content Areas					
Technology Education	050	6			93%
Home Economics	120	7			93%
Speech Communication	220	2			100%
Library/Media Specialist	310	1			
Health Education	550	3			100%
Teaching Special Populations					
Emotional Disabilities	370	9			100%
SE Behavioral/Emotional	371	1			

**Table C2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2000-2001**

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**Testing Period: 9/95-8/01 Number of Program Completers: 237**

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>	234	218	93%	95%
<b>Professional Knowledge</b>	4			100%
<b>Academic Content Areas</b>	175	173	99%	99%
<b>Other Content Areas</b>	19	17	89%	97%
<b>Teaching Special Populations</b>	10	10	100%	99%
Summary Totals and Pass Rates	237	217	92%	95%

## Section II. PROGRAM INFORMATION

Number of students in the regular teacher preparation program:

1. Total number of students enrolled in teacher preparation, all specializations, in academic year 2000-2001. 1768

Information about supervised student teaching:

2. Number of students in programs of supervised student teaching during academic year 2000-2001. 314

32

3. Number of faculty members who supervised student teachers

a. Full-time faculty in professional education:

b. Part-time faculty in professional education but full-time in the institution: 5

c. Part-time faculty in professional education, not otherwise employed by the institution: 10

d. Total number of supervising faculty for the teacher preparation program during 2000-2001: 47

6.67

4. Student/faculty ratio (total B2/total B3d.)

30

10-16\*

a. Average number of hours per week required of student participation in supervised student teaching in these programs: 300-480\*\*

b. Total number of weeks of supervised student teaching required:

c. Total number of hours required:

\*Secondary education programs = 10 weeks. Elementary and Special Education programs = 16 weeks.

\*\*Secondary education programs = 300 hrs. Elementary and Special Education programs = 480 hrs.

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: 87% are from Indiana, 79% attend full-time, 53 % are women, and 13.1% are minority students. Over 70% of students receive some type of financial aid. The average age of undergraduates on campus is 23.30.

Most undergraduates in teacher preparation programs are of traditional college age and 94% attend full-time. Of full-time students in teacher preparation programs, 90% are from Indiana, 86% are females and 2.1% are minority students. The average total SAT is 948 and average high school GPA was 3.036.

**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:

- Elementary education students are engaged in service learning projects that assist K-12 schools.
- 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 for each of the last two years.
- Over 11,000 practicing teachers in the state are ISU graduates.

**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.

#### Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

\_\_\_\_\_ (Signature)

C. Jack Maynard Responsible institutional representative for  
teacher preparation program

Dean Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

Lloyd W. Benjamin III Name

President/Chief Executive Title