



## Annual NCATE Report: Part C December 2002

### 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 April 2001, the Teacher Education Council voted to adopt the International Society for Technology Education's (ISTE) framework and technology standards for teachers. With assistance from a Preparing Tomorrow's Teacher To Use Technology (PT3) grant, implementation of the technology standards is well underway. To continue to build perspectives, the PT3 grant invited four Deans and former Deans of Schools of Education to Indiana State University. All of these individuals had a reputation for the successful integration of technology into educational programs. During the two day program, the Dean's interacted with faculty in the SOE, faculty from all over campus, students, and teacher educators from around the state. To provide further insight into technology integration and how it figures into our conceptual framework on the whole, in the Spring of 2002, Ken Kay (formerly of the CEO Forum on Education and Technology) was a guest speaker and the 14<sup>th</sup> Annual Van Til Lecturer. Mr. Kay brought to the SOE the outlook of the business community and how the preparation of teachers and ultimately P-12 students impacts the nation.

### 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:

Through several departments and programs, committees have been formed that review candidates for traditional licensure programs and transition to teaching programs. The departments that have initiated committees include Curriculum, Instruction and Media Technology, Elementary and Early Childhood Education, and Educational Leadership Administration and Foundation.

The Department of Educational Leadership and Foundations is involved in the development of a rubric to assess their students around the principal licensure standards. They are prepared to pilot the assessment Spring 2003. All licensure programs address IPSB as well as ISLLC and TSSA standards. Further, students must now pass the national assessment, School Leaders Licensure Assessment (SLLA), before ISU will sponsor their licensure. The Educational Administrator's Master's degree was revised Spring 2002 to reflect the licensure framework built on the ISLLC knowledge, skills, and dispositions.

In January 2002, the Indiana Professional Standards Board adopted specific standards for School Counselors. The School Counseling Program Committee identified the IPSB School Counselor dispositions, knowledge, and skills that are contained within each course. The committee is currently examining the assessments and accompanying assessment rubrics used in each required course to assure that all the IPSB content area and developmental level standards are appropriately addressed. The committee is doing the same with the Council for Accreditation of Counseling and Related Programs (CACREP) standards in the Eight Common Core Areas, as well as the School Counseling Program Specialty Standards.

Within the department of Curriculum, Instructional and Media Technology (CIMT), significant curriculum development to align the undergraduate program with standards, enhanced field experiences in professional development schools, and mentors was completed, communicated across the campus and is currently in the first semester of implementation. The M.Ed.'s curriculum is mapped to NBPTS standards and a revised program will be moving forward in Spring 2003.

The Teacher Education Council (TEC) approved the following actions on Praxis exams:

- all Senior High-Junior High/Middle School Education and All Grade Education students must pass the Praxis I test at the state-mandated cut-off score before being allowed entry into CIMT 301/302.
- the general practice in administering the Praxis II test in the student's primary teaching field, but recommend that before graduation Elementary Education students must pass the Reading specialty test and before graduation that Special Education major students pass any additional tests for their major

The TEC further investigated ways to assist students who struggle with Praxis I. A subcommittee recommended efforts that include pre-training with Learning Plus during Sycamore Advantage (University orientation) and training of advisors to ensure that students take the exam early in their college career and appropriate counseling of students who may not be able to pass the exam.

The elementary program completed a program revision for their early childhood education bachelor's degree to bring it programmatically inline with IPSB developmental standards and NAEYC licensure.

CIMT revised its School Media Services program (K-12) to align with the IPSB content standards and renamed the program to Library/Media. The program revisions take advantage of an existing Library/Media licensure program for licensed teachers and utilize that skills and expertise of faculty from the licensure program.

The departments of EECE and CIMT have been heavily engaged in the development of transition to teaching programs. During the Spring and early Summer, both programs moved through the curricular approval process successfully. Content areas have been identified that are able to offer secondary education programs and the appropriate content methodology courses are being created or revised. Applications are currently being collected and the first students will begin with courses in the secondary education program in Spring 2003. The Elementary Education cohort plans to begin Summer 2003. All programs are aligned with IPSB content and developmental standards and include intensive field experiences and instructional technology.

The School Psychology Program is in the first full year of a revised curriculum, which includes updated courses and program enhancements. These changes have permitted the program to couple more tightly the link between our 12 identified student outcomes and candidates' knowledge, skills, and dispositions.

### **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:**

The Department of Educational Leadership Administration and Foundation is currently piloting UAS components that directly deal with this standard. The published rubric will assist in consistent standards evaluation. The Department will also use the SLLA as an assessment/evaluation tool to inform program decisions. It is scheduled to be taken for the first time summer 2003. The Department collected student portfolios, as a culminating assessment/evaluation tool, at the end of the internship.

The School Counseling Program is collecting student data on the summative assessment criteria. During the past year, the department codified the summative assessment criteria. The School Counseling Program Committee is currently working on the program level assessment system.

To ensure minimum competency on all IPSB standards (content and developmental), the TEC approved a recommendation that each teacher education program area shall publish a list of identified key content courses wherein a student must attain a specified grade (generally "C" or better) to indicate satisfactory performance on standards necessary to progress through the teacher education program.

The CIMT department will implemented the UAS this fall semester with data collected through student performance based learning activities associated with identified INTASC standards. Departmental data will be forwarded to the UAS.

Efforts are underway to identify an improved process to follow up through survey with graduates who had completed the beginning teacher internship program. This survey will be administered each year.

The SOE has begun a handheld computing initiative to explore how Palms can enhance our ability to collect and report on candidate performance in the field. To date, all faculty have been given a Palm Pilot and have received initial training. Student teaching supervisors in Elementary Education have begun to use the handhelds to writing observation data. Dr. Mike Holen from Kansas State University was invited to campus to share how his institution is using handheld computers to enter data directly into rubrics and their UAS. ISU's SOE plans to continue this line of inquiry. Additionally, CIMT students used Palms to complete peer reviews of microteaching and were invited to use the handhelds in the field to complete their observations – four students are known to have taken advantage of this opportunity so far.

As part of the PT3 grant, a web-based portfolio is being implemented in the elementary and early childhood programs and secondary programs. The portfolios tie all artifacts to INTASC and IPSB standards. Content areas are also using the portfolios for students to display work related to content standards. ELED is in the second year of implementation, CIMT is in the first year.

The School Psychology program has a fully operational assessment system and unit evaluation. Students are assessed at four points in the program (admission, end of Year 1, end of Year 2, and conclusion of internship), and these data are aggregated to supply evaluative information on program quality. The faculty review all data each spring and make program modifications based on this information. The unit evaluation appears to work well, because students receive evaluative feedback each year, and faculty are able to make annual assessments of the program's quality.

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:**

In September of 2002, ISU's SOE was notified that it was one of three winners of the Christa McAuliffe Award for Excellence in Teacher Education for 2002 by the American Association of State Colleges and Universities. The reward recognizes the Indiana State's Professional Development School Partnership that links renewal and improvement in schools to renewal in educator preparation. The award honors teacher education programs and practices that have an impact on teacher candidates and in turn on pupils' learning.

In April 2002, ISU's SOE was approved by the IPSB to deliver a Mentor Training Program. The ISU Program is in the form of a 3 semester hour graduate course. 45

contact hours of instruction will be delivered over a five month time frame. Seven school and University faculty, joined by a state trained Mentor Teacher, will serve as instructors for the course. 24 teachers from 23 schools within the PDS Partnership were recruited as the initial cadre of mentor teachers. Course fees for the 24 teachers were covered by the grant, as well as textbooks costs, materials, duplication, and supplies.

Significant changes were made to the Internship Handbook in the Department of Educational Leadership Administration and Foundation to reflect a better assessment of the ISLLC standards. Specifically, reflective assessment was increased to enhance student learning. ISLLC standard #2 (climate/culture) was intentionally enhanced since we now know this standard best predicts success of entry-level leaders. The district-level internship will now include an enhanced research component to bolster expectations for data-driven decision making.

ISU's PDS partnerships celebrated its tenth anniversary this year. Five school districts and 20 professional development schools combine to provide practicum sites for candidates, professional development for in-service faculty, and engagement in collaborative inquiry.

School counseling students complete 700 hours of supervised clinical practice during their training program. During the past year, field experience assessment rubrics were created to reflect both IPSB and CACREP standards. These assessments are continuing to be revised and updated through student and clinical faculty feedback.

Enhanced field experiences are occurring in CIMT 301/302. Expanded field experiences are in CIMT 400/400L. Curriculum changes will extend the student teaching experience for fall 2003. A new course CIMT 350 will be offered in the spring 2003 and offer additional field experiences for all grades preservice teachers. Practica in 301/302/400/400L occur in professional development schools with trained mentor teachers. CIMT 350 will provide field experiences in social service/United Way type organizations. The department is also beginning preparation for the change from 10 to 16 weeks of student teaching. This will require 8 weeks in an elementary setting and 8 weeks in a secondary setting for K-12 programs. 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 training continues 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 their 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.

As part of a Title II Grant from IPSB, an instructional clinical faculty team (comprised of University and school faculty) is being established to review and revise field-based performance assessments, establish inter-rater reliability on the instruments, and train clinical instructors capable of assessing and supervising preservice teachers. That same grant has also already established an administrator clinical faculty team (school and University faculty) who are involved in similar reviews and training.

Finally, a third group has also been established for school services (counselors and school psychologists).

In the past year, the School Psychology program has added a required experience through Headstart in Terre Haute. First-year graduate students complete a practicum with pupils at Headstart. The graduate students complete developmental assessments and consult with Headstart staff on their pupils' progress. This accomplishes two goals: it provides an important service to the community, and it permits graduate students to work with clients from diverse racial and ethnic minority groups. By developing this agreement with Headstart, the program now guarantees that all its students will work directly with children of color. A second enhancement pertains to the use of technology. The faculty developed a web-based practicum log, which students use to record the nature of their experience, number of hours, and site/supervisor information. This appears to be a positive change for graduate students, and it will enable the faculty to assess aggregate data with greater facility for the purpose of unit evaluation.

#### **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:**

- Indiana State University's Office of Diversity honored 8 members of the University community with its 2002 annual diversity award. The School of Education was pleased to note that three of these individuals were our faculty

members: Dr. Doris Williams in Special Education, Dr. Karen Liu in Early Childhood, and Dr. Linda Sperry in Educational and School Psychology. The award winners were selected because they depict an outstanding example and drive to promote diversity issues both at ISU and in the Terre Haute community.

- Through the PT3 grant, ISU's SOE has been able to attract a number of speakers on technology. Recognizing the inter-relatedness of the many aspects of teaching, in October of 2002, the PT3 grant sponsored Linda Englert from Kansas to talk about how an initiative to implement web-based IEP's and the use of technology in an inclusive classroom. Ms. Englert also spent time in professional education classes working directly with our teacher education students on these issues.
- A faculty member from ELED is leading a Diversity Outcomes Assessment Project as part of a consortium through Emporia State University. Through this project, six departmental representatives were identified. During Summer 2002, a Summer Diversity Assessment Workshop was held to develop an assessment strategy for determining ISU's current diversity elements, both systemic and categorical, which determine the preparedness of teacher candidates for working with diverse populations of students. Approximately twelve faculty attended the summer workshop to develop assessments of curriculum content, student experiences, and faculty knowledge base. The group is currently engaged in collecting the assessments and hopes to begin data aggregation in December 2002.
- A graduate student from PT3 and a faculty member are currently enrolled in a class on Assistive Technology in order to learn more about these tools and identify ways to incorporate assistive technologies in all parts of the teacher preparation program.
- The SOE sponsors an Adams Scholars series. As part of that series, in the Fall of 2002, Dr. Travis T. Threats of St. Louis University led a talk on functioning and disability. In addition to his lecture, he participated in smaller groups with students and classes in communication disorders.
- The School Counseling Program Committee has reexamined all course content and assessment. There are significant diversity modules in COUN535 Introduction to School Counseling, COUN615 Introduction to Group Work, COUN623 Counseling Children and Adolescents, COUN666 Multicultural Counseling, COUN634 Counseling Practicum, COUN628 Psychological Appraisal, COUN739 Internship, COUN738 Professional Seminar, COUN793 Fieldwork in Guidance and Counseling, and COUN635 Career Counseling. (Please note that COUN634, COUN793, and COUN739 are field practice courses.) Additional assessments were created in several courses to monitor candidate knowledge, skills and dispositions in this area.
- CIMT continues to have field experiences occur in culturally and economically diverse school settings. Two faculty from underrepresented groups were hired for this academic year.
- 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.
- 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 Department of Educational Leadership Administration and Foundation has begun aggressive recruitment of women and minority leaders in high-need school districts. As a result, they have begun to realize strong gender and ethnicity representation.
- As part of the University's Visiting Minority Scholar Program, Dr. Charles Ridley was contracted to consult with faculty and students in three different programs: School Psychology, Counseling, and Clinical Psychology in October 2002. He has an outstanding record of teaching and scholarship in cultural empathy and overcoming unintentional racism.
- As noted earlier, the School Psychology program has added a required practicum with diverse racial groups. In addition, the program continues to infuse diversity into courses. Recent enhancements include the infusion of diversity into the following areas: introductory seminar, psychopathology, social-emotional assessment/intervention, psychoeducational assessment/intervention, and behavioral assessment/intervention. The program has reconvened its Cultural Psychology Committee, which is responsible for planning program initiatives/activities associated with diversity.

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

- A female was hired as adjunct faculty in the Department of Educational Leadership Administration and Foundation to offer greater diversity.
- Within the School Counseling program diversity has been addressed this past year through the following:
  - There is gender and ethnic diversity in the two primary program faculty.
  - The School Counseling Program Steering Team (which includes two African Americans and one Latino) created a subcommittee to address ethnic and gender diversity in the program applicant pool.
  - Assessments have been created in field practice courses to ensure that candidates practice in settings with culturally diverse and exceptional populations.
- Within CIMT, two faculty from underrepresented groups were hired for this academic year.
- This year, the School Psychology program admitted 11 students, three of whom come from cultural minority groups. Also, the program successfully recruited and hired a new faculty member from an affectual minority group.
- Faculty were provided the opportunity to attend conferences and institutes related to diversity to increase awareness and to build new competencies.



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

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the 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:**

As part of larger institutional revision to promotion and tenure, the faculty in Educational Leadership Administration and Foundation has approved a new promotion/tenure/pay-for-performance document which clearly sets expectations for scholarship, service and teaching.

With the number of young, new faculty in the SOE, opportunities are being created for mentoring and development. Meetings are held between junior faculty and the Dean's office to discuss any issues they might have related to P/T. The junior faculty also have the opportunity to meet alone in order to discuss issues candidly. The Department of Curriculum, Instruction and Media Technology has initiated a Brown Bag Lunch series to bring junior faculty together with established faculty to discuss scholarship opportunities.

Two departments, Educational Leadership Administration and Foundations and Special Education, collaborated together to develop a new, joint program for the Director of Exceptional Needs. ELAF and SPED share joint ownership in this standards-based program.

During the past year, School Counseling Program faculty members have published in nationally recognized, peer-reviewed journals and have written several book chapters. They have attended and presented at numerous national, regional, and state conferences. School Counseling Program instructors gather student course evaluations for every course. Faculty work with the department chair to set professional growth and development goals. In addition, the School Counseling Program conducted a focus group of past students to evaluate the program's curriculum and field experiences.

Within the School Psychology program, one faculty member retired last year, and the program hired two new faculty, both of whom come with exceptional teaching and research credentials. Currently, the program has 4 faculty, all of whom hold psychology licenses/certifications and engage in on-going professional development. In addition to an anticipated increase in research productivity, all faculty are scheduled to attend professional training sessions at national conferences in the next 3 months that will ensure their level of preparedness. The faculty continue to have well-developed partnerships with (a) faculty in the ISU Department of Psychology through shared work in the ADHD Clinic, which provides comprehensive psychological services to families in West Central Indiana and (b) psychologists in the Covered Bridge Special Education District, which teams with our graduate students to provide educational and psychological services to children and adolescents in Vigo County. Also, the program created a new partnership with psychologists in Old National Trail, a special education corporation in Central Indiana.

### **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

ISU's SOE continues to work in this area. In terms of information technology, we continue to be extremely successful at garnering resources for faculty, staff, and students. Our check-out equipment pool of digital cameras, laptops, projectors, and video cameras continues to grow in quantity and amount of use. Faculty have the opportunity to request new computing equipment every year and no faculty member has a machine older than four years old unless they have refused to upgrade. A state-of-the-art multimedia lab provides faculty with advanced software, digital video editing, scanning, etc. Five classes are now available as smart classrooms as well as 4 seminar rooms in departments. Every faculty member now has a handheld computer to use as well as of Fall 2002. The PT3 grant has added additional personnel to help with faculty IT concerns for teaching, research and service.

#### ***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.
  - 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.***

- The Department of Educational Leadership Administration and Foundation has developed a plan to create advisory boards for their programs. The search committees that have currently been appointed in ELAF have representatives of the community and profession. The department's plan is to extend the work of individuals on the search committee into an advisory capacity.
- The School Counseling Program continues to work with a community of practitioners through a wide variety of activities. Practicing school counselors, and community members are part of the program's Steering Team that meets several times each semester. This team provides input concerning all aspects of the School Counseling Program. Practitioners are involved in all aspects of the interview and selection process. They also are employed as adjuncts in the program.
- 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. 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.
- 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. Rebecca W. Libler, Associate Dean, was appointed Interim Associate Vice President for Enrollment Management. Until her return, Dr. Susan Powers was appointed as Acting Associate Dean.
- Dr. Bob Williams' position was changed from Assistant to Associate Dean to more accurately represent the broad influence of his work and efforts.
- A new department chair was appointed in the Department of Curriculum, Instructional and Media Technology which houses professional education courses for secondary education and graduate programs in Curriculum and Instruction, and Educational Technology.
- An interim department chair was appointed in the Department of Educational Leadership, Administration, and Foundations which houses all school administration programs.
- Last year, a representative from the Covered Bridge Special Education District served a member of the search committee that hired two new faculty within the School Psychology program. This year, the School Psychology Committee, which is responsible for the organization and governance of the program, voted to add a practitioner representative to the committee, thereby increasing the level of participation with community partners.
- The School Psychology program received a personnel preparation grant from the Indiana Department of Education, Division of Exceptional Learners, to revise distance education components of the program and make it more accessible to students throughout the State of Indiana. This grant directly addresses the state and national shortages of school psychologists. The program formed an 18-member stakeholders group comprised of representatives throughout the State to advise the program on developing distance components and marketing.