



**Annual NCATE Report: Part C
March 4, 2005**

Section A – Conceptual Framework

Since our 1999 visit, past reports have indicated how we have reaffirmed our conceptual framework and added technology to it. A careful analysis of our conceptual framework documentation in the spring of 2004 indicated subtle differences between what had been formally approved at various stages and what was being used with CoE and departmental mission statements. We captured and summarized these differences and presented them to the faculty in August 2004 at a retreat that focused specifically on the conceptual framework. Retreat participants included CoE faculty and our partners from across various units in campus.

The purpose of the retreat was to engage the faculty in an analysis of the question, do we continue to embrace the theme of “Becoming A Complete Professional?” The consensus was overwhelmingly affirmative. The second was to determine if the three categories of “Educator as a Member of Community”, “Educator as Expert/Mediator of Learning” and Education as Person” were still appropriate for all programs and encompassed the individual standards of these programs. During summer of '04, prior to the retreat, programs worked to make sure that their standards could fit well within these categories. The other task of the retreat was to determine if our conceptual framework sufficiently highlighted the importance we place on technology and diversity. The work from the subgroups was reported out at the retreat and then posted to the web for further reading and reference.

Based on feedback from the retreat, the faculty reaffirmed the themes, brainstormed where pieces needed to be expanded upon, and referred it on for further work. Fall of 2004, the Teacher Education Committee began its work on the conceptual framework and assigned a subcommittee to provide broader documentation. The subcommittee consisted of two CoE faculty members, 2 content area faculty members, and a local elementary school teacher. On several occasions, they have provided drafts for comments to the Teacher Education Committee. Work continues on making sure the conceptual framework is reflective of all our programs and those things we value. Additionally, while a well-written and nationally recognized knowledge base had been written to support the initial development of “Becoming a Complete Professional,”

we had concern that the knowledge base did not accurately reflect more recent scholarship on teaching and all program areas that have embraced the conceptual framework. Therefore, work is also ongoing on updating the knowledge base and programs are providing feedback on the annotated bibliographies as they are developed.

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.

As we have continued to refine and improve our programs, based on our data, in 2004, we decided to focus on how all programs are assessing dispositions. In Summer 2004, a dispositions committee was formulated with representatives from content areas, advanced programs, and teacher preparation programs, to propose ways to more carefully assess dispositions, collect this data, and remediate candidates.

This committee presented its work first to the faculty as a whole at the August 2004 retreat (discussed in previous section). During the retreat, we broke the larger group up into smaller, cross departmental groups so that discussion and brainstorming related to the assessment of dispositions could occur. Departments and programs were then charged at the end of the retreat to work and refine/reaffirm their existing systems of dispositional assessment, or, where appropriate, design a system for assessing dispositions. As of the date of this report, all programs have adopted a system for assessment and remediation where applicable for dispositions.

Summer 2004, the university added an Assessment Coordinator who has been charged with working extensively with the CoE during this academic year. Prior to our switch to LiveText for standards data, most departmental data existed in paper form and was not regularly inputted and analyzed. The Assessment Coordinator provided this invaluable tool to programs, helped with analyzing what the data did and didn't say in terms of candidate performance. Additionally, he was able to identify and provide to programs other institution-wide assessments that provided useful data on candidates holistically.

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.

As of 2004, LiveText was fully implemented for all initial programs within the CoE. In addition, most of the content areas across campus are using LiveText for data management of performance data. A LiveText coordinator has been working with faculty to use the reporting function of LiveText to analyze and understand the data.

With LiveText in place, we have concentrated as a unit faculty on what the data are telling us and what areas changes are needed. The data analysis has brought changes in some areas on assessment rubrics in order to be able to provide more meaningful data. It has also prompted discussion on the adopted 3 point rubric of “Unsatisfactory” “Satisfactory” and “Proficient” as to what order these should be in to be consistent across programs, and to affirm our collective definition of these terms. Most recently, we realized while we have done careful and deliberate work to train field supervisors on the rubrics, this same careful training has not taken place with new faculty that have joined the unit since adoption of the 3 point rubric and were never engaged in the initial discussions. This action is currently underway through the Teacher Education Committee.

In 2004, we have also been engaged in improving the overall UAS. In particular, we have formed an Assessment Committee who is charged with disseminating documentation and information related to assessment to the entire college and educator preparation programs, regardless of accreditation body, and to consider more globally the role faculty play in unit, program, and student assessment. Because of the pending NCATE visit in 2005, the committee has taken a focus initially on NCATE related assessment. With the help of the university assessment coordinator, the assessment committee is enhancing the UAS by determining when more global assessment will be analyzed, to whom this analysis is presented, and the nature of these assessments. This year, as our experience and skill at candidate performance assessment has matured; we are focusing our attention on the use of that data in a systematic, sustainable way.

The UAS as a document is also being revisited by various groups to ensure that it still truly represents the work that is being done. As programs have made revisions based on data assessments, we are ensuring that those modifications are reflected in the UAS so that it remains a dynamic document.

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. Most of the activities are ongoing. Additional improvements made the past year are elaborated below:

- Program revisions are underway to ensure that the Special Education majors (who are also double majors in Elementary Education) are receiving appropriate and adequate field experiences and clinical practices in all school settings (early childhood through adolescent/young adult).
- A significant change at the institution level was the formal adoption of the strategic themes of community engagement and experiential learning. This formalization of a strategic direction is directly in line with the ongoing work and accomplishments in the CoE. This strategic direction has brought renewed interest in the clinical practice activities of the CoE as an exemplar for the institution and increased capacity and recognition of our accomplishments.
- In 2003-04, the CoE received an Enhancing Teacher Quality grant from the U.S. Department of Education. This grant has taken a focus on reconsidering and reconceptualizing how we prepare teachers and the clinical practice activities in which we engage are the hallmark of the work that is being completed. Different teams are working on plans for preparation programs and these teams have participants from P-12 schools.
- ISU is a Certified Mentor Training Program. In 2003, 22 mentor teachers were trained to support beginning teacher internships. In 2004, 73 mentor teachers were trained.
- In the last academic year, there were 1,390 early field experiences resulting in over 26,400 hours of service to local schools, and 390 student teaching experiences – each one 16 weeks in length for our teacher preparation programs. 24,000 hours in direct service in 25 different practicum sites across the state delivered by school psychology students. The Rowe Center for Communicative Disorders had 124 student clinicians deliver 2,760 hours of speech and hearing therapy for 138 members of the community. 14,600 hours of service were provided by 34 preservice administrative interns to schools, 2,600 hours of service was provided by 22 superintendent interns, and more than 95 schools and 60 school districts were served by these interns.

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 CoE concluded its participation in a Multicultural/Diversity Assessment Project, coordinated by Emporia State University. We have continued to collect information and evaluate against the baseline data already collected.
- The CoE has analyzed institution-wide data collected through the National Survey for Student Engagement (NSSE) to determine how our students fare compared to the overall surveyed population on several responses related to classrooms experiences that included diverse perspectives, number of serious discussions with students of a different race or ethnicity, perceptions of the extent to which the institution encourages contact among students from different racial and ethnic backgrounds, and how well the institution contributed to a broader understanding of different ethnicities and races. Comparisons are made not only between majors but also between freshman and seniors. The 2003 data, analyzed and presented in 2004, provides us with baseline data. The NSSE will be conducted again in 2005. The data that were analyzed specific to comparisons with our education majors were presented to various departments and the Teacher Education Committee.
- Educational Student Services is regularly visiting entry level courses to make sure that all students are duly informed of the steps that need to be taken to enter the teacher education program and are able to identify an individual within the Education Student Services office with whom they can identify and seek out for additional information. A new African American advisor within that office is able to provide a personal contact for students of color. In addition, a new Director was appointed for Education Student Services who has a demonstrated commitment to student services that are responsive to student needs.

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:

We have continued the activities that have been documented in previous reports.

In addition, one of the universities Black student organizations held a meeting for those members who were interested and/or participating in teacher education. They had a sizeable turnout of over 100 students. During that time, several African American area teachers (current and retired) met with the ISU students to discuss the teaching profession and to determine how the community of minority teachers could provide support. The outcome has been that an area middle school teacher is providing math tutorials for those students who need assistance in passing the math portion of Praxis I. This teacher is a recent alumnae of our program.

A faculty and administrative group worked with the outcomes from the August retreat related to the conceptual framework and the role and presence of diversity in the framework, and devised a second retreat that was held in January on Diversity. An external consultant was brought in and across the span of two days, the gathered faculty worked with the consultant, K-12 practitioners, and colleagues to address how the CoE mission and vision statement address diversity, on specific plans that each department can do to address diversity in the short run and long run to create a more open, diverse environment, and several departments have crafted a diversity statement that will appear on syllabi and departmental websites and materials. The retreat was highly successful and a number of elements from those plans have already been enacted.

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.

- In 2003-04, a new promotion and tenure policy took effect at Indiana State University. The new policy binds tenure and promotion together, makes it more difficult to achieve early promotion and tenure, and places the responsibility for determining criteria back within the unit and more specifically, largely within the department. While this shift has created some stress and anxiety, in the long-run it will greatly increase the flexibility of

programs to collectively emphasize those roles and functions that are important. For example, the Elementary, Early, and Special Education department has determined that faculty will be evaluated in terms of their role within the Professional Development Schools with a strong emphasis that more is better.

- The faculty within Special Education have merged with the Elementary and Early Childhood faculty to form a new department of Elementary, Early, and Special Education. This change will support the double major (SPED/ELED) and provide faculty with appropriate performance evaluations and professional development.
- In FY 04, the CoE received 26 grants for a total of \$5.6M: this represented over 55% of external dollars received by the University. To date in FY05, the CoE has received 13 grants for a total of \$3,177,398: this represents 66% of external dollars received by the University and administered through Academic Affairs
- In the past year, faculty in the CoE continued to demonstrate its productivity and level of scholarship through the publishing of 5 books, 18 chapters in books/monographs, 4 monographs, 57 articles, and 165 international/national/regional presentations.
- The Dean's office continues to hold 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 College and University and identify their support needs.
- In 2004, we instituted the Reitzel Faculty Research Award to honor outstanding empirical research that has been published or presented during the year.

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 issues this year.

- A new university committee has been charged to tackle issues of advising institution-wide. To ease loads for faculty, and improve advising overall for students, we are

attempting to change the advising process from one of class scheduling to a more developmental advising approach that will have greater emphasis in the freshman and sophomore years and lesser emphasis in the final two years. Programs are currently developing advising plans to consider this change and the institution and CoE is encouraging programs to develop pilot plans to make the transition more effective and begin easing the burden sooner.

- Elementary, Early, and Special Education is experimenting with ways to manage teaching and supervision loads including giving loads that are 12 hours one semester and 9 hours the alternate semester.
- As mentioned in an earlier section, new Promotion and Tenure guidelines allow departments to award and recognize those activities that are valued by the department, including field services work, advising, and supervision responsibilities.
- The last year of the PT3 grant focused on the development of documented technology-enhanced class activities that are being actively used by faculty and students. The University is currently investigating the feasibility of a laptop initiative which is endorsed by the CoE as an important tool we can use to contribute to our learning environment and field work. We continue to partner with advanced technologies with schools where our students are placed so they can observe practicing teachers using technologies. Finally, wireless connectivity is now available throughout all classrooms and the entire campus enabling faculty to employ handheld and wireless computing for experiential and classroom learning.

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:

Several key personnel changes occurred in the past year including:

- Prior to the beginning of the Fall 2004 term, the Dean of the School of Education, Dr. Jack Maynard (and who had served the previous year as Interim Provost) was appointed to the position of Provost. Dr. Robert Williams was appointed as Dean. A search for a

new Dean will begin in 2005-06 in order not to overburden faculty with NCATE preparation and a Dean search.

- 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.
- The Chair of Elementary, Early and Special Education has taken a one year leave of absence and Dr. Diana Quatroche assumed the role of Acting Chair.
- The CoE was able to convert the temporary Academic Advisor position to a permanent position. This change, which resulted in some budget re-allocation, was unanimously supported by all department representatives.
- A new Director of Education Student Services, Dr. Judy Sheese, was appointed July 1, 2004 and has been actively improving the services and processes of the office.
- A new Director of Instructional and Information Technology Services was appointed, Ms. Julie Lockett, and began her position July 1, 2004.

Section 4 – Program Completers

The total number of candidates who completed education programs (initial & advanced) during the 2003-04 academic year?

Initial - 248

Advanced - 103

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