

ANNUAL INSTITUTIONAL REPORT ON TEACHER  
PREPARATION

ACADEMIC YEAR: 2000 - 2001

INDIANA UNIVERSITY SCHOOL OF EDUCATION  
AT IUPUI

Submitted by

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# **INDIANA UNIVERSITY SCHOOL OF EDUCATION AT IUPUI**

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## ***Mission***

IUPUI offers the most comprehensive range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. Founded in 1969 by Indiana University and Purdue University, IUPUI has become Indiana's most comprehensive campus. IUPUI offers 180 Indiana University and Purdue University degrees, and it does so on an urban, engaged, and energized campus that is unlike any other in the state. It is the home campus for statewide programs in medicine, dentistry, nursing, allied health and social work and extends its program offerings through IUPUI Columbus.

The Indiana University School of Education is a "core campus" comprising faculty based in Indianapolis and Bloomington. Teacher education programs at IUPUI are distinct from those at IUB and are distinguished by their strong field base and collaboration with schools in the metropolitan area.

"Learning to Teach/Teaching to Learn" -- IUPUI's program leading to initial licensure -- is organized around six Principles of Teacher Education. Those principles emphasize the need for a deep understanding of subject matter, inquiry oriented practice, teaching to support the school success of diverse learners, an understanding of schools in the context of society and culture, and ongoing membership in a community of learners.

## ***Student Demographic Characteristics***

More than 60 percent of the undergraduate students at IUPUI are the first in their families to attend college. IUPUI is a "destination" campus for transfers. Of the students "new" to the IUPUI campus each year, 55 percent enter as freshmen while fully 45 percent are transfer students.

Sixty percent of undergraduate full-time students enrolled at IUPUI are employed, working more than 15 hours a week. In the SOE, nearly 30 percent of the students have children. Of the candidates, about three-fourths are female. Ten percent are minority with eight percent African American. Virtually all are Indiana residents. About two-thirds of the students attend on a full-time basis.

## ***Type of Institution***

All students enter IUPUI through University College. Students who declare an interest in Education may be jointly admitted to University College and the School of Education. Admission to Teacher Education is a separate process than admission to the School and typically occurs at the end of the sophomore year.

The 2000-2001 program completers were required to complete courses in oral and written communications and information technology with a grade of "C" or higher, completed 75 percent of their general education coursework and achieved a minimum overall GPA of 2.5 and in their major (secondary and all-grade program) prior to admission to Teacher Education.

As part of the application process to Teacher Education, students were required to provide a writing sample and most students were required to achieve passing scores on PRAXIS 1 at the levels established by IPSB for program completers. All completers had to pass a basic skills test in reading, writing and mathematics, but some may have entered the program at a time when admission scores were at a level lower than the state later established for licensure. Some 2000-2001 program completers also could have been admitted if they had achieved qualifying scores on the SAT. Exceptions were made to admit some minority candidates who did not achieve passing scores.

For the 2000-2001 program completers, IUPUI was a Licensure Institution.

## ***Program Completer***

For the 2000-2001 cohort at IUPUI, a program completer was a student admitted to Teacher Education who had completed all degree requirements; they were not required to pass their Praxis II specialty test(s) to complete the program.

## ***Teacher Preparation Programs***

IUPUI is a combination program offering both a baccalaureate program leading to a teaching license in any of 10 areas and four graduate-level programs leading to initial licensure.

## ***Accreditation***

IUPUI is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are accredited by the Indiana Professional Standards Board (IPSB).

## ***Contextual information***

### ***Unique Program Characteristics***

IUPUI collaborates with 20 "professional development schools" that reflect the rich cultural and linguistic diversity of the metropolitan area. Students are based in one of these professional development school sites for the three semesters prior to student teaching when they complete 120 hours of supervised field experience. The fieldwork is closely associated with coursework, carefully integrated with the overall curriculum and supervised by course instructors and mentor teachers. Typically teacher education courses are taught on-location at the school site.

Many candidates have additional practical experience through service learning components of general education courses.

Learning to Teach/Teaching to Learn is a carefully articulated program rather than simply a collection of isolated courses. The program has cohort structure for both full-time and part-time students. There is explicit attention to making connections across content areas. Issues related to supporting all learners are addressed across the curriculum.

Faculty members who teach in the program demonstrate the collaboration, technology integration and other best practices that are the hallmark of good teaching. They take seriously the responsibility to serve as models for future teachers.

### ***Notable Features and Accomplishments***

In 1997, Learning to Teach/Teaching to Learn was recognized by the Association for Teacher Educators as one of three "Distinguished Programs in Teacher Education."

At IUPUI, undergraduate students in Teacher Education have many opportunities to work closely with faculty and mentor teachers on research that addresses real problems of teaching and learning. During the 2000-2001 academic year, 8 students or former students were co-authors with faculty on publications, and 5 students were involved in presentations to state or national professional conferences.

## Section II. PROGRAM INFORMATION

**Table 1: Single-Assessment Pass-Rate Data: Academic Year: 2000-2001**  
**Testing Period: 9/96-8/01**      **Number of Program Completers: 219**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>					
<i>Communication Skills</i>	500	2	2	100%	100%
<i>General Knowledge</i>	510	3	3	100%	100%
<i>Professional Knowledge</i>	520	3	3	100%	100%
<i>PPST Reading</i>	710	46	46	100%	98%
<i>CBT Reading</i>	711	162	157	97%	98%
<i>PPST Writing</i>	720	50	50	100%	99%
<i>CBT Writing</i>	721	157	154	98%	99%
<i>PPST Mathematics</i>	730	48	42	88%	96%
<i>CBT Mathematics</i>	731	160	152	95%	96%
<b>Academic Content Areas</b>					
Elementary Education	010	2	2	100%	100%
Elementary Education	011	121	119	98%	100%
English Language	041	22	22	100%	97%
Mathematics	060	8	8	100%	100%
Social Studies	081	22	20	91%	97%
Physical Education	090	11	11	100%	96%
Art Education	130	10	10	100%	100%
Biology	230	3	3	100%	99%
Physics	260	1	1	100%	
Reading Specialist	300	2	2	100%	100%
General Science	430	1	1	100%	100%
Earth/Space Science	570	2	2	100%	100%
<b>Teaching Special Populations</b>					
Mental Retardation	320	1	1	100%	100%
Learning Disabilities	380	1	1	100%	99%

<b>1. Total number of students admitted into teacher preparation, all specializations, in academic year 2000-2001</b>	2734
<b>2. Number of students in supervised student teaching in academic year 2000-2001</b>	248
<b>3. Number of faculty members who supervised student teachers:</b>	
<b>a. Full-time faculty in professional education</b>	6
<b>b. Part-time faculty in professional education but full-time in the institution</b>	6
<b>c. Part-time faculty in professional education, not otherwise employed by the institution</b>	17
<b>Total faculty student teaching supervisors</b>	29
<b>4. Student teacher/faculty ratio</b>	9:1
<b>5.a. The average number of student teaching hours per week required</b>	40
<b>5.b. The total number of weeks of supervised student teaching required</b>	16
<b>5.c. Average total number of hours required</b>	640**

\* This number includes 60 candidates at Columbus.

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>	212	195	92%	95%
<b>Academic Content Areas</b>	203	199	98%	99%
<b>Other Content Areas</b>				
<b>Teaching Special Populations</b>	2	2	100%	100%
<b>Summary Totals and Pass Rates</b>	219	201	92%	95%

**Table 2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 2000-2001 Testing Period: 9/96-8/01 Number of Program Completers: 219**

**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 in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

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Certification of review of submission:

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 Executive Vice Chancellor and Dean of the Faculties