NCATE Standards Categories & Weaknesses

Any weaknesses cited at the last NCATE review appear under the correlating standards category.

Category I - Design of Professional Education (Standards I.A through I.I)
Conceptual Framework(s), General Studies for Initial Teacher Preparation, Content Studies for Initial Teacher Preparation, Professional and Pedagogical Studies for Initial Teacher Preparation, Integrative Studies for Initial Teacher Preparation, Advanced Professional Studies, Quality of Instruction, Quality of Field Experiences, Professional Community

Evaluations and Changes, 1997 - 1998

The reforms initiated three years ago continue with the approval of two revised elementary programs, a new elementary option, a totally revised early childhood program and initial approval of the secondary anchor program. Each of these programs is based upon the unit’s Conceptual Framework and the INTASC Principles. All other initial programs are still in the program design phase. Approval is expected for all remaining programs during 1998 - 1999. Additionally, major efforts have gone into the development of a model assessment program for the unit. In the Spring, a draft position paper was circulated to faculty, staff and other stakeholders by the Assessment Committee with the intent of seeking feedback and critical review.

Weaknesses cited under Category I:

The evaluation design of the model has not been fully articulated.

1998 Update
During the past year, much effort has gone into the development of a “road map” for our assessment system. The unit’s assessment system is still under design by an assessment committee working under the supervision and guidance of the Teacher Education Council. The committee scheduled an assessment retreat to bring together representatives from each program area for the purpose of collaboration, consultation and planning. The guidelines of the Indiana Professional Standards Board are being utilized to develop plans and strategies for our continuous assessment plan. The system being planned incorporates various system components for individual student assessment, a management system for the system, and a program evaluation component which combines the individual student assessments to close the feedback loop.

We still have a long way to go to complete the design and implementation of the assessment system. We are not apologetic about spending time in the beginning on planning and design considerations since we think this strategy will pay dividends in the future as implementation begins on pilot programs. Attached to this report is a detailed update of our progress in the design of this system.

Candidates in secondary education programs are not adequately prepared to teach exceptional
populations in the classrooms.

1998 Update
After reviewing secondary students evaluations and comments, we took immediate steps to design a specific course offering for secondary students. In the past, an effort was made to infuse topics regarding working with exceptional students throughout the secondary curriculum. We realize that this effort was not as productive as we originally thought.

The Special Education faculty has developed a course specifically designed for working with special populations of students in the secondary school. The course was approved by the faculty, by the Department of Curriculum and Instruction, the Teacher Education Council and finally by the unit’s governance group, the Policy Council. Presently, the course is listed on the remonstrance list for regional campus review. Once approved by the system-wide Education Council, the course will become available for secondary education majors. It is expected that approval will occur early in the Fall 1998 semester.

Category II - Candidates in Professional Education (Standards II.A through II.D)
Candidate Qualifications, Candidate Composition, Monitoring and Assessing Progress, Ensuring Competence

Evaluations and Changes, 1997 - 1998
During the past year, a number of studies were conducted to review the quality of student enrolled in the IUB teacher education program. Initially, we reviewed the background of all 1997 graduates in terms of their GPA, SAT/ACT scores on entry, performance on the Praxis II Core Battery and Specialty Exams, and student performance on the PPST exam used for admission to the Program. The findings of the study supported the fact that the mean performance of our students on the SAT was quite impressive. The study was conducted by a student working under the direction of a research design and statistics specialist. Another study was conducted to determine the level of performance of freshmen students with declared education majors as compared to all freshmen at IUB. This study likewise supported the fact that we are recruiting an academically talented student body in the School.

During the year, we raised the grade point average for all students entering the School as of the Fall 1998 semester from 2.3 to 2.5. While this action will reduce the head count of students certifying from the University Division to the School of Education, we expect that the overall academic ability of students will improve as will our already strong retention rate. It appears that we may have the highest enrollment of new students in the history of the School for the Fall semester. Even with the higher entry grade point average the number of newly admitted students is very high.

The unit continues to attend to recruiting a more diverse student population. The retreat topic for the faculty and staff in the Fall will focus on multiculturalism and civility among stakeholders. The number of students from diverse backgrounds continue to slowly improve as we work toward implementation of the unit’s diversity plan. We requested an increase in the state funded Minority Teacher Recruitment Program for 1998 - 99 and our request was approved. At this time, it appears that all funds will be expended.
In the Fall semester 1997, there were 2,146 full-time undergraduate students admitted to teacher education programs in the unit. Of these students about 25 percent were male and 75 percent were female. In terms of Racial and Ethnic Origin of the students there were eight American Indians, 23 Asians, 88 Black, 33 Hispanic, and 1,981 white students included in the count. At the graduate level (excluding Graduate School enrollees) there were 659 full-time students and included about 33 percent male and 66 percent female in terms of gender. In terms of the diversity of graduate students, 18 were of Asian descent, 41 were Black, 17 were of Hispanic descent, 136 were nonresident aliens, and 447 were white. These numbers do not vary appreciably from the 1997 enrollment information.

As mentioned above, the unit is working toward the development of a student assessment system which is performance based. It will take time to design and implement a system which is acceptable to the various stakeholders interested in this project.

Realizing that we needed to diversify our academic advising staff we submitted a proposal to the Dean of Faculties Office for the funding of an additional advisor who would be a person of color. Our proposal was accepted and in the Spring semester a new African-American advisor was appointed.

**Weaknesses cited under Category II:** None

### Category III - Professional Education Faculty (*Standards III.A through III.D*)

Faculty Qualifications, Faculty Composition, Professional Assignments, Professional Development

**Evaluations and Changes, 1998**

There were 121 full-time faculty using the AACTE/NCATE definition provided with the instructions. Of these 45 were female and 76 were male. In terms of diversity, there was one American Indian, two Asians, four Black, five Hispanic, one Middle Easterner, and 108 White faculty members. These numbers are appreciably the same as reported in the 1997 Annual Report.

The faculty continue to be productive with about $6,290,000 in external funds from grants, governmental support and special projects being received during this time period. Additionally, scholarly activity remains very high and continues to emphasize the research activity of the faculty.

Additionally, close to one-third of the faculty have been involved with reform activities underway through the Indiana Professional Standards Board. Faculty have served on committees, advisory groups and participated in focus groups sponsored by the Board.

Service to P-12 schools remains high and seems destined to increase as requests for professional development activities arrive daily in the Office of Professional Development and School Services. Through aggressive and professional efforts of the Office of External Affairs, the Unit has received funding for three endowed chairs during the past year. These awards were for a chair in teacher education, one in Instructional Technology, and the third in the Exceptional Needs (Special Education) area. Additionally, during the year, there were 20 outstanding Indiana Educators recognized as Armstrong Fellows and who regularly visited campus and participated in teacher education classes, seminars and field experiences. The contributions of these Fellows contributes to the emphasis of the Unit in developing strong relationships within the professional community.
Weaknesses cited under Category III:

At the Bloomington campus, there is no systematic faculty development plan for cooperating teachers.

1998 Update

The philosophy of the Student Teaching Office staff is that open communication with cooperating teachers is a vital component for exchange of information and problem-solving that is essential for the success of the student teaching experience. Based on this, the following changes have been implemented as the beginning steps toward formalizing professional development activities that have an impact on the cooperating teacher.

1. During the placement process, procedures have been added that involve both written and phone contact with cooperating teachers. One example is phone conversations with cooperating teachers to clarify the number of classes and the type of classes they teach to ensure the State requirements for a student in any given discipline will be met.

2. A three-day institute has been initiated at IUB for IU Supervisors that includes a significant amount of discussion and activity regarding communications with cooperating teachers. One example is a required initial meeting between the IU Supervisor and the cooperating teacher to review IU policies and procedures, and to clarify the roles and responsibilities of the three key players in the student teaching experience.

3. A Pre-Professional Exit Seminar has been instituted at IUB for all student teachers prior to their leaving campus for the student teaching assignment. The purpose of the Seminar is to prepare them for the student teaching experience. Part of the preparation includes discussions about communication with the cooperating teacher focusing on the fact that the student teacher is a guest in the classroom and must initiate and maintain a professional relationship with the cooperating teacher. Seminar participants are involved in a simulated exercise of a meeting with the cooperating teacher to establish the framework for their working relationship, exchange information, and verify placement information such as schedules and required texts.

4. Additionally, at IUB the IU Supervisor, the liaison to the public schools, monitors the effectiveness of the communication between the cooperating teacher and the student teacher. If or when a problem exists, the IU Supervisor assists the cooperating teacher in developing and implementing strategies for resolving issues or behaviors that are hindering the progress of the student teacher. Cooperating teachers are also informed that Student Teaching staff members are available for conversation at any time. And, for those cooperating teachers who are out of the immediate geographic area, the School of Education Helpline, an 800 number, is available to them.

At IUB, strategies for the 1997-98 academic year include both short-term and long-term goals. One short-term goal includes the redesigning of a handbook for cooperating teachers and student teachers which will be used as a tool to establish conversations about policies and roles/expectations of all parties during the student teaching assignment. This has now been completed. The long-term goal is to develop a systematic mechanism that incorporates written, phone and personal contact with cooperating teachers on an ongoing basis. Because of the nature of IUB placements, the system must include three networks.
The three networks will be (a) those cooperating teachers who are geographically close to the IU Bloomington Campus, (b) those cooperating teachers who are geographically close to and have working relationships with the IU Regional Campuses, and (c) those cooperating teachers who are spread throughout the State of Indiana but are not geographically close to any IU Campus. The networks will each have different procedures while sharing the overall goal of involving cooperating teachers in the planning and implementation of quality teacher preparation experiences for our student teachers.

**Category IV - The Unit for Professional Education (Standards IV.A through IV.C)**

Governance and Accountability, Resources for Teaching and Scholarship, Resources for Operations

**Evaluations and Changes, 1997 - 1998**

During 1997, the Unit upgraded the computers of all full-time staff members in the School. Each member of the staff received at least a P-133 machine with the latest versions of Microsoft software productivity software. The machines from the staff members were assigned to Graduate Assistants throughout the unit.

Additionally, the Unit continued the program encouraging faculty to submit proposals for upgrades of software and hardware of their already state of the art machines. Approximately 20 faculty members received either or both hardware and software as a result of this competition.

Finally, each new faculty member is given the opportunity to specify his/her technology needs at the time of appointment. This program was likewise continued during 1997-98.

In terms of resources for teaching, the Unit upgraded the computer carts (mobile) which instructors use in classrooms with overhead projection units. Faculty continue to enhance instruction through the use of technology. During the early summer, over 30 free workshops for faculty and staff were offered with such topics as conferencing on the WWW, developing a home page, test preparation and scoring services on the WWW, and a number of workshops dealing with Web basics, advanced techniques, and graphic applications and the WWW. Faculty and staff participation was very high with many of the workshops closing shortly after announcing their availability.

The general fund budget for 1997 -98 increased slightly over the previous year. The Unit received funds in the amount of $15,454,078 for instruction, support and salaries.

**Weaknesses cited under Category IV:**

*The governance structure does not ensure that the offerings provided at the Columbus campus of Indiana University/Purdue University at Indianapolis (IUPUI) are consistent with the conceptual framework and performance assessment of the IUPUI campus.*

**1998 Update**

The update for this weakness is found in the IUPUI section of this Report.