

ANNUAL INSTITUTIONAL REPORT ON TEACHER PREPARATION

ACADEMIC YEAR: 2001 -2002

INDIANA UNIVERSITY SCHOOL OF EDUCATION
AT BLOOMINGTON

Submitted by

Gerardo M. Gonzalez
University Dean of Education

201 East Rose Avenue
Bloomington, IN 47405

Phone: 812-856-8001
Fax: 812-856-8088

Email: gonzalez@indiana.edu

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Indiana University School of Education at Bloomington
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Section I. Institutional Information

A. History of the School of Education

In 1852, the Indiana General Assembly took the initial step in the development of the School of Education by providing for the establishment at Indiana University of a "Normal department for instruction in the theory and practice of teaching." The Department, during the ensuing 34 years, underwent several name changes becoming the Department of Education in 1886 within what is known now as the College of Arts and Sciences. In 1908, the General Assembly enacted legislation requiring formal training for public school teachers and this action resulted in the renaming of the Department as the School of Education. At this time there were four faculty members and 189 students. In May 1923, the School of Education became autonomous from the College of Arts and Sciences. The first BS degree was granted in 1925, the first MS degree in 1929, and in 1932 the first EdD was awarded. The PhD with a major in education has been awarded through the University Graduate School since 1924.

Education classes have been taught in Indianapolis since 1914, when the Extension Division of Indiana University was established. In 1969, it became possible to earn a bachelor's degree in education, and the following year, the branch campuses of Indiana University and Purdue University were unified in the establishment of Indiana University - Purdue University at Indianapolis. In 1975, the Indianapolis and Bloomington campuses merged into a single School of Education referred to as the Core Campus of the School of Education.

In 1992, the School of Education at Bloomington moved into the new W. W. Wright Education Building featuring the latest in technological facilities for instruction, professional development and research. All academic programs on the Bloomington campus are now housed in this building. Also housed in the W. W. Wright Building is the Center for Research and Learning Technology (CRLT), which is a model facility for the application of technology to instruction and for educational support services.

B. Mission of the School of Education

"The mission of the Indiana University School of Education at Bloomington is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change from the local to national levels and throughout the world."

As such, the School prepares highly qualified individuals for professional positions as P-12 teachers, as school service personnel, and as educational leaders in schools, higher education and in business and industry. We implement our mission through our beliefs that students can

succeed, that developing a community of learners is essential, that high quality instruction is a right, that thorough preparation for entry into a profession is paramount, and that support of professional development or continuing education for education professionals is an obligation. We are proud of our graduates and the roles they fulfill in enhancing the lives of those with whom they interact.

C. Student Demographic Characteristics

The School of Education at Bloomington has 1,945 students admitted to its various teacher education programs. Most undergraduates are of traditional college age, and the majority (95 percent) are full-time students. Most are Indiana residents (87 percent). Of the graduate and undergraduate enrollments in the School, eight percent represent diverse racial groups and five percent represent 29 different countries of the world

D. Type of Institution

Since 1981, the School of Education has screened the basic skills of entering students. In 1986, this testing program was expanded to accommodate legislation passed by the Indiana General Assembly that mandated basic and content knowledge skills be assessed for all applicants for initial licenses. Presently, candidates are required to achieve a qualifying score on their skills assessment at two points during their pre-service teacher education programs.

1) *Admission to the Teacher Education Program:* Candidates must have successfully completed specific academic courses, at least three professional education courses, one school-based field experience, demonstrated their skills in written and oral expression, achieved a cumulative grade point average of at least a 2.5, and achieved a qualifying score on either the Pre-Professional Skills Test (PPST) or the Computer Based PPST Test of basic skills in the areas of reading, writing and mathematics. Effective Fall semester 2000, the qualifying scores for the three skill areas are the same as those required by the Indiana Professional Standards Board.

2) *Recommendation for Initial Licensure:* The School's assessment guidelines include the requirement that all candidates complete the basic skills assessment prior to admission to the Teacher Education Program. In order to be licensed, candidates are required to present qualifying score(s) in their academic content field(s). However, these exams are not required for graduation.

E. Definition of Program Completer

In the School of Education, a program completer is a teacher candidate who has completed requirements for admission to the Teacher Education Program, who has completed necessary course and degree requirements and who has completed all requirements for an Initial Teacher's License in the state of Indiana except for content area exam(s).

F. Teacher Preparation Programs

The Indiana University School of Education at Bloomington offers 22 different initial license programs with several programs having multiple options and some having primary and

supporting teaching areas. These programs include early childhood education (Pre-K/K-3), elementary education (1-6), secondary education (5-12), and all-grade education (K-12) options. Additionally, the School offers a wide range of graduate level licensure and non-licensure programs including school counseling, educational leadership, school psychology, school media services, speech and hearing pathology, language education, elementary education, and secondary education. Non-licensure programs are available in instructional systems technology, educational psychology, history and philosophy of education, and comparative education. The counseling psychology program leads to licensure by the State Board of Examiners in Psychology.

Secondary and elementary teacher candidates who already hold a bachelor's degree may apply for admission to licensure-only programs or to master's degree programs in their selected fields of study.

In the past year, School of Education faculty has been successful in receiving grants and other awards totaling \$17 million. Scholarly activity in publications and presentations and faculty leadership in state, regional and national professional organizations have been impressive.

G. Accreditation

The Indiana University Bloomington campus is accredited by the North Central Association of Colleges, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Several of the School's programs are accredited by national professional organizations. All licensure programs are approved by the Indiana Professional Standards Board (IPSB).

Section II. Program Information

1. The total number of students admitted into the IUB teacher preparation program in all specializations during the academic year 2001 - 2002 was 1,945.
2. The number of students in supervised student teaching experiences during the academic year 2001-2002 was 635.
3. The number of faculty members who supervised student teachers:
 - a. Full-time faculty in professional education who supervised student teachers was 6.
 - b. Part-time faculty in professional education, but full-time in the institution who supervised student teachers was 5.
 - c. Part-time faculty in professional education, not otherwise employed by the institution who supervised student teachers was 45.

Total faculty student teaching supervisors was 56.

4. The student teacher/faculty ratio was 1:11.

5a. The average number of student teaching hours per week required was 40.

5b. The total number of weeks of supervised student teaching required ranged from a minimum of 10 weeks full time to 16 weeks full time.

5c. The average total number of hours in student teaching required was 580.

Section III. Pass Rates

The information that follows in the next three tables reflects the performance of program completers of the Indiana University School of Education on teacher licensure assessments used in Indiana. This information was provided to the School of Education by Educational Testing Service of Princeton, NJ.

Table 1 includes the single-assessment pass rate data for academic year 2001-2002 for program completers from the Indiana University School of Education at Bloomington. Please note that institutional pass rates and percentages are provided only when 10 or more individuals took a particular exam.

TABLE 1 Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	2			52	48	92%
GENERAL KNOWLEDGE	510	2			43	38	88%
PROFESSIONAL KNOWLEDGE	520	2			33	31	94%
PPST READING	710	173	173	100%	1702	1671	98%
CBT READING	711	391	391	100%	2255	2241	99%
PPST WRITING	720	183	181	99%	1831	1808	99%
CBT WRITING	721	381	379	99%	2165	2151	99%
PPST MATHEMATICS	730	171	170	99%	1727	1695	98%
CBT MATHEMATICS	731	386	386	100%	2224	2193	99%
COMPUTERIZED PPST READING	5710	8			170	134	79%
COMPUTERIZED PPST WRITING	5720	9			134	126	94%
COMPUTERIZED PPST MATHEMATICS	5730	12	10	83%	204	165	81%
Professional Knowledge							
PRE-KINDERGARTEN EDUCATION	530	19	19	100%	56	56	100%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	3			23	22	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	257	257	100%	2221	2208	99%
EARLY CHILDHOOD EDUCATION	020				4		
ENGLISH LANGUAGE AND LITERATURE	040				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	61	61	100%	287	286	100%
MATHEMATICS	060	1			38	38	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	11	10	91%	139	128	92%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	66	63	95%	333	318	95%
PHYSICAL EDUCATION	090	8			23	22	96%
PHYSICAL ED: CONTENT KNOWLEDGE	091	18	16	89%	126	109	87%
BUSINESS EDUCATION	100				50	50	100%
MUSIC EDUCATION	110	4			30	30	100%
MUSIC CONTENT KNOWLEDGE	113	25	25	100%	112	112	100%
ART EDUCATION	130	5			22	22	100%
ART CONTENT KNOWLEDGE	133	17	17	100%	80	79	99%

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		<i>Statewide Pass Rate</i>
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	
FRENCH	170				4		
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	1			9		
FRENCH CONTENT KNOWLEDGE	173	1			10	9	90%
GERMAN	180				7		
SPANISH	190	2			15	15	100%
SPANISH CONTENT KNOWLEDGE	191	4			39	32	82%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	4			36	24	67%
BIOLOGY	230				25	25	100%
BIOLOGY CONTENT KNOWLEDGE	235	6			65	58	89%
CHEMISTRY	240	1			21	20	95%
CHEMISTRY CONTENT KNOWLEDGE	245	2			28	25	89%
PHYSICS	260				2		
PHYSICS CONTENT KNOWLEDGE	265	3			12	12	100%
READING SPECIALIST	300	257	257	100%	2222	2219	100%
GENERAL SCIENCE	430	7			76	75	99%
EARTH/SPACE SCIENCE	570	2			10	10	100%
EARTH SCIENCE CONTENT KNOWLEDGE	571	2			8		
GEOGRAPHY	920				1		
GOVERNMENT/POLITICAL SCIENCE	930				1		
Other Content Areas							
TECHNOLOGY EDUCATION	050				26	26	100%
FAMILY AND CONSUMER SCIENCES	120				27	27	100%
SPEECH COMMUNICATION	220	5			19	19	100%
LIBRARY MEDIA SPECIALIST	310	3			7		
HEALTH EDUCATION	550	5			25	25	100%

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		<i>Statewide Pass Rate</i>
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	
Teaching Special Populations							
ED OF STUDENTS W/MENTAL RETARDATION	320				4		
SE STUDENTS W/MENTAL RETARDATION	321				21	19	90%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	16	16	100%	114	114	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	7			11	11	100%
TCHG STUDENTS W/EMOTIONAL DISTURB	370				9		
SE BEHAVIORAL/EMOTIONAL	371	10	10	100%	23	23	100%
TCHG STUDENTS W/LEARNING DISABIL	380				33	33	100%
SE LEARNING DISABILITIES	381	9			82	81	99%

The information that follows reflects the achievement of a qualifying score for those individuals in fields where there were less than 10 individuals taking a particular assessment. This information comes from records provided by the School by Educational Testing Service.

Table 2: Single-Assessment Institutional Pass Rates with Less than Ten Examinees

<u>Field</u>	<u>Number taking Assessment</u>	<u>Number Passing</u>	<u>Pass Rate</u>
Communications Skills	2	2	100%
General Knowledge	2	2	100%
Professional Knowledge	2	2	100%
C-PPST – Reading	8	6	75%
C-PPST – Writing	9	9	100%
Art Education	5	5	100%
Biology Content Knowl.	6	6	100%
Chemistry	3	3	100%
Chemistry Content Knowledge	4	1	100%
Earth & Space Science	4	4	100%
Education in Elem. School	3	3	100%
Education of Exceptional Students	7	7	100%
French – Oral	1	1	100%
French Content Knowl.	1	1	100%
General Science	7	7	100%
Health Education	5	5	100%
Learning Disabilities	9	9	100%
Mathematics	1	1	100%
Music Education	4	4	100%
Physics Content Knowl.	3	3	100%
Spanish	2	2	100%
Spanish Content Knowl.	4	4	100%
Spanish Oral	6	6	100%
Speech Comm/Theater	5	5	100%

Table 3 includes aggregate and summary institution level pass rate data for academic year 2001-2002 for program completers from the Indiana University School of Education at Bloomington. Please note that aggregate pass rates and percentages are provided when there are 10 or more individuals included in the particular assessment category.

**Table 3: Aggregate Institution-Level Pass-Rate Data: Regular Teacher Preparation Program
Academic Year: 2001-2002**

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	579	570	98%	4224	4046	96%
Aggregate - Professional Knowledge	19	19	100%	56	56	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	508	502	99%	3892	3802	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	13	13	100%	104	104	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	42	42	100%	213	210	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	616	601	98%	4371	4130	94%

1 The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

2 Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

3 Number of completers who took one or more tests in a category and within their area of specialization.

4 Number who passed all tests they took in a category and within their area of specialization.

5 Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

