

**AGENDA  
POLICY COUNCIL  
SCHOOL OF EDUCATION**

September 26, 2012  
1:00 – 3:00 p.m.  
School of Education  
IUB - Room 2140  
IUPUI - Room 3138E

Approval of the Minutes from April 25, 2012 Meeting **(12.47M)**  
Approval of the Minutes from April 25, 2012 Organizational meeting **(13.04M)**

I. Announcements and Discussions  
Dean's Report

Agenda Committee  
Fall Faculty Meeting, October 19, 2012– 10:00 a.m.

Annual reports from 2012

II. Old Business

IV. New Business  
Graduate Certificate in Institutional Research **(13.06)**  
Proposed Changes to Graduate Student Leave Policy **(13.07)**  
Selection of Chair of Curriculum and Instruction **(13.08)**

V. New Courses/Course Changes

The following course changes have been reviewed and approved by the Graduate Studies Committee or the Committee on Teacher Education. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Course Proposals

T630 Topics in Urban Education: Variable Title 3 credit hours - Indianapolis  
Study of special topics in the field of urban education. Emphasis on research applications to the improvement of practice.

*Justification:* Part of the new program of studies for the Urban Education Studies PhD

T690 Early Inquiry in Urban Education Research (3 cr.) - Indianapolis

This course is an overview of the theoretical foundations of educational research and practical application of those methods in urban education settings. It incorporates discussion of the current issues related to research in urban education, and emphasizes the application and translation of research in urban education practices.

*Justification:* Required course in the new program of studies for the Urban Education Studies PhD

G375 Multicultural Counseling-Related Skills and Communication (3 cr.) - Bloomington

The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

*Justification:* This course has been approved as a course fulfilling the course requirements for a new minor in counseling at Indiana University. Multicultural communication skills are increasingly important in contemporary society. This course will help students improve their efficacy in cross-cultural communication.

E334 Inquiry in Mathematics and Science (3 cr.) – Columbus

Methods of developing mathematical and scientific thinking in the elementary classroom. Design of curriculum, appropriate teaching strategies, and formative and summative classroom assessment for grades K-6, with an emphasis on the curriculum in grades 3-6.

*Justification:* To meet state and National Council for Accreditation of Teacher Education (NCATE) content and process expectations within the expected 125 hour programs.

M421 Methods of Teaching Middle/Junior High School Social Studies (3 cr.) Columbus

(matching course) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

*Justification:* Addition of Middle School Social Studies Licensing

G690 Advanced Independent Study in Counseling Psychology (variable 1-6 cr)- Bloomington

Individual research with a Counseling Psychology faculty member on an advanced counseling topic, arranged prior to registration. A short proposal should be submitted during the first week of the term specifying the scope of the project, completion date, and products. G690 is not for material taught in regularly scheduled courses. P: Instructor's consent; 36 credit hours of graduate credit.

*Justification:* Course is for doctoral students wishing to work with a Counseling Psychology faculty member in advanced reading and/or research.

C678 Capstone in Institutional Research (3 cr.) - Bloomington

This course is the second in a two course series for students interested in developing a scholarly understanding of institutional research as well as the skills and abilities required of IR practitioners. It is a project-based course in which students complete a series of projects and produce an electronic portfolio that documents how their skills and knowledge related to the practice of institutional research have developed through the two IR courses and other courses and applied research experiences. P: EDUC 6-661 Foundations of Institutional Research

*Justification:* This is the capstone course for the Graduate Certificate in Institutional Research. It is part of a proposed change in the certificate program. The course has been offered twice as a Special Topics (EDUC C750) course.

K307 Methods of Teaching Students with Special Needs (3 cr.) - Bloomington

Prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates, and complexity of instruction, and to make use of individual interests and preferences.

Additionally, differentiating and/or individualizing instruction for all learners is emphasized.

P: P248; E348

*Justification:* Increase in special education content in program

Course Change Proposals

S500 FIELD-BASED SEM IN TEACHER ED (variable 1-4 cr.) - Bloomington

Discussion of issues in secondary education and exploration of problems of the field. Students spend approximately one day each week in the schools satisfying performance standards for teacher certification. May be repeated, but a maximum of 9 credit hours may be counted toward a master's degree. S/F grading.

*Justification:* We want to provide the option to register for a single credit for students who--for a variety of reasons--are not attending seminar during a particular semester but are still working in their long-term field placement and thus require continued faculty oversight/supervision.

U450 Foundations of Residential Leadership (variable 1-2 cr.) - Bloomington

Prepares undergraduate students with the foundational knowledge necessary to be engaged within the context of residential programs to advance the residential experience.

*Justification:* Update the title and the description to match the current content of the course.

G203 Communication in the Classroom and Youth-Servicing Agencies (3 cr.) - Bloomington

Students study counseling theories and techniques for application to teaching and working with youth. They learn methods of building community and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership.

Other topics of communication: conflict resolution, active listening, parent-teacher communication.

*Justification:* This change does not represent a major curricular overhaul; rather, it is meant to correspond to the proposed Counseling Minor and to reflect the added inclusiveness of this course (i.e., not just a "course for teachers").

W551 Educational Foundations for High Ability Students (3 cr.) - Bloomington

Participants develop an understanding of the nature and needs of high ability individuals. Focus is on historical foundations, theories and philosophies and laws and policies related to high ability education. Identification and selection strategies, characteristics, and educational program opportunities are also emphasized.

*Justification:* The revised title and description provide focus on a broader conception of educational foundations and methods for high ability pedagogy, than the previous version, of which psychology is only one factor.

W595 Practicum: High Ability Students (3 cr.) - Bloomington

In this course, emphasis is on learning through field activities with in-class feedback related to the education of students who have high abilities in academic and/or arts areas. Focus is on

developing leadership abilities through actively pursuing grants, creating workshops and websites, and other educational supports for high ability students.

*Justification:* W559 will no longer be cross-listed with another or other courses.

W552 Curriculum and Instruction for High Ability Students (3 cr.) - Bloomington

In this methods course, participants examine issues related to curriculum design, adaptation, implementation, teaching strategies and evaluation. Curricular theories and models, as well as subject matter modifications and administrative and program management, are studied.

Opportunities are provided to select, develop and evaluate materials.

*Justification:* In order to meet the four-course requirement for the High Ability License, 2 courses are being integrated into one revised course that eliminates content overlap and gives greater continuity of information. These modifications are reflected in the revised course title.

## Indiana University

### Request for a New Credit Certificate Program

Campus: Bloomington

Proposed Title of Certificate Program: Graduate Certificate in Institutional Research

Projected Date of Implementation: Fall 2013

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

This proposal requests a substantive change in the IU Post-Master's Certificate in Institutional Research program that was approved by the IU Board of Trustees in August 2002. Specifically, we seek to:

- 1) Alter the curriculum of the program based on assessment results, changes made to available courses from the Department of Educational Leadership and Policy Studies' (ELPS) Higher Education and Student Affairs (HESA) program, changes in the funding structure for the program and alignment with similar programs at other research universities;
- 2) Enable students from outside the School of Education's Educational Leadership and Policy Studies doctoral programs to participate in the program, including appropriately credentialed non-degree students who meet admissions requirements; and
- 3) Expand eligibility for participation to master's level and graduate, non-degree students by expanding course options, changing admission requirements and changing the title of the certificate to be listed as a Graduate Certificate in Institutional Research.

## Graduate Certificate in Institutional Research Proposal

Institutional researchers help campus leaders respond to the demands of today's higher education dynamic environment and the increasing demand for accountability and improvement. This has continued to reinforce the need to utilize their high level of technical skills and competences in such areas as research design, statistics, information technology, and data management. Over the years, other professionals in the field of higher education have found an increasing need to also obtain these skills and competences. The Association for Institutional Research describes this growth in institutional research by acknowledging how the "demand for foundation skills comes from the increasing distribution of the IR function across our colleges and universities"

(<http://www3.airweb.org/page.asp?page=499>). As the field of institutional research advances and expands, it continues to help higher education institutions in the U.S. and internationally face the issues that affect their educational, support, and ancillary functions.

## II. List the major topics and curriculum of the certificate.

The approved certificate program was developed as part of a federally funded (National Science Foundation and National Center for Education Statistics) initiative to develop prototypes for such programs. Indiana University was one of five institutions to receive this funding through a competitive peer review process in 2001. The six-year grant included planning monies (year 1) as well as support for students participating in the program for five years of operation (Academic Years 2002-03 through 2006-07). The funding supported specific aspects of the program (e.g., guaranteed student participation in a summer National Data and Policy Institute), which was no longer guaranteed and became a highly competitive process after the grant's expiration (making it unfeasible as a program requirement). Two graduate level courses were newly designed that focused on institutional research and have been offered regularly since 2010-2011., With the new courses now offered regularly, we seek to reconfigure the graduate certificate in institutional research as a sustainable program that is not dependent on grant funding and that is aligned with student demand and with current course offerings in the HESA program.

The intended learning outcomes of the original program remain as the core objectives of the re-formulated design. Specifically, the program is intended to provide students with...

- Foundational knowledge about the institutional research profession and the practice of institutional research within higher education institutions;
- A broad, integrative understanding of the external and internal contexts and cultures within which higher education institutions use institutional research to plan, evaluation and improve higher education institutions as well as component programs and services;
- Broad knowledge about the core management functions of higher education institutions, (e.g., academic program administration, enrollment management, institutional management and resource allocation, governance, student affairs, higher education policy and finance, and institutional advancement), with more in-depth knowledge of at least one of these areas; and
- The ability to adapt, reformulate and employ the principal concepts and methods of institutional research in multiple applied research projects.

## Graduate Certificate in Institutional Research Proposal

Toward these ends, the original, approved curriculum included:

- Six one-credit, web-based modules (offered as EDUC-U 550) designed to advance students' technical skills, including: Desktop Technologies and Tools for Institutional Research; Institutional Research Web Applications; Application of Basic Statistical Concepts to Institutional Research Problems, Activities, and Issues; Data Administration, Warehousing, and Mining from the IR Perspective; Survey Research Applications in Institutional Research; Application of Intermediate Statistical Concepts in Institutional Research (6 cr.)
- A one credit pro-seminar (offered as EDUC-C 790) designed to allow participants to reflect upon experiences in their funded assistantships in relation to their coursework and the objectives of the certificate program (1 cr.)
- (EDUC-Y 502) –Intermediate Statistics Applied to Education (with lab) (3 cr.)
- (EDUC-C 665) – Higher Education Administration (3 cr.)
- One elective course chosen from the doctoral curriculum of the Higher Education and Student Affairs program or other relevant doctoral programs if approved by the program advisor. (3 cr.)
- Required attendance of a national data and policy institute (space for which was reserved by the Association for Institutional Research, which administered the federal grant as well as the summer institute) and development of an electronic portfolio as a capstone product (4 cr.)

The certificate program thus required 16 credit hours of course work and 4 credit hours of field experience.

### Reasons for Changes

As noted above, the original program received federal funds and related resources for the first five years (2002-2007). In addition, there have been several changes to the HESA curriculum, for example the merging of courses formerly offered as EDUC-C 665 (a program requirement) and EDUC-C664 (an available elective) into a single course, now offered as EDUC-C664. Through assessment and evaluation, the six one-credit modules were found to focus too narrowly on specific technical skills and not enough on the context and rationale for using those techniques. . Discussion with faculty throughout the country involved in the other nationally funded programs (at Penn State University, Arizona State University, Florida State University and the University of Missouri), provided useful insights into successful elements of program and course level design, as well as the overall requirements.

### Proposed Curriculum Changes

We propose to alter the post-master's certificate in institutional research curriculum in the following ways:

- Replace the six one-credit web modules and required attendance at the National Data and Policy Institute with two three-credit courses:

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- **Foundations of Institutional Research (EDUC-C 661).** A survey of the literature and professional practice of institutional research focusing on six topical areas: the role, function and organization of IR; IR data management and administration; reporting practices; enrollment and resource management; student and faculty research; and institutional effectiveness.
- **Capstone in Institutional Research (EDUC C678).** A project-based course that provides in-depth exposure to the kinds of analyses typically conducted by institutional research practitioners, including enrollment modeling; student engagement and retention; faculty and departmental productivity; support program evaluation; academic program review and assessment; and peer institution identification and analysis. Students can choose to focus on a single topic and develop a multi-stage project which can then satisfy the Early Inquiry requirement of the HESA Ph.D. program. This course has been offered as a topical seminar (EDUC -C750/U550). A new course request is currently under review for this course.

Reconfiguring the six one-credit modules into these two courses incorporates the integrative and reflective components deemed to be missing from the modules. It also encompasses the in-depth exposure to common data sets and policy analyses that were covered in the National Data and Policy Institute as well as the capstone electronic portfolio required in the original curriculum

- Replace the EDUC-C 665 requirement with the reconfigured EDUC-C 664 class (Higher Education Organization and Administration) and add EDUC-U 565 (Introduction to College and University Administration) as an alternative choice.
- Replace the 4-credits associated with attendance at the National Data Policy Institute and electronic portfolio with a 3-credit elective course. chosen from among those regularly offered by the HESA program.
- Elective courses have been updated to include both doctoral and master's level HESA courses.

The requirement for the Y502/Y500 (Intermediate Statistics Applied to Education (with lab) remains unchanged.

With these changes, the graduate certificate for institutional research would entail 19 total credit hours of course work with no required field experience as compared to the prior requirements of 16 cred hours of course work and 4 hours of field experience. Although field experience is removed as a specified requirement (due in part to the unavailability of the National Data and Policy Institute), both the foundations and capstone courses integrate students' field work into the course.

### Curriculum for the Certificate in Institutional Research

| Course     | Description                           | Credits |
|------------|---------------------------------------|---------|
| EDUC-C 661 | Foundations of Institutional Research | 3       |



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|   |  |    |
|---|--|----|
| EDUC-C 565<br>or<br>EDUC-C 664  | Introduction to College and University Administration<br><br>Higher Education Organization and Administration  | 3  |
| EDUC-Y502/Y500  | Intermediate Statistics Applied to Education   | 4  |
| Two Electives from HESA offerings or other course agreed upon between student and advisor | Recommended Elective Courses:<br>U548 – Student Development Theory and Research<br>U549 – Environmental Theory<br>U580 – Issues and Problems in Higher Education and Student Affairs Administration<br>C654 – History of Higher Education<br>C670 – Problems in Financing Higher Education<br>C655 – Higher Education and Public Policy<br>C695 – Academic Problems in Higher Education<br>C750 – Special Topics | 6  |
| C678  | Capstone Course in Institutional Research  | 3  |
| Total   |  | 19 |

The graduate certificate, like its predecessor the post-master's certificate, is designed to enable individuals with prior relevant administrative experience to move into leadership roles in institutional research (e.g., director, assistant vice president, etc.) or to enable those without such experience to enter the field at the intermediate level (e.g., assistant director or senior analyst). The proposed changes enable the certificate to accommodate demand and interest among individuals without master's degrees to pursue entry level institutional research positions, as well as early career IR professionals seeking career development experiences. Advisors will assist students in selecting the courses that match their capabilities and interests along this continuum.

### III. What are the admission requirements?

Admission requirements are based on the School of Education's Graduate Studies Office Admissions Criteria.

| Criteria     | Description  |
|--------------|--|
| Prior Degree | A baccalaureate (bachelor's) degree.   |
| Prior Grades | Undergraduate grade-point average of 3.00 or higher in the last 60 credit hours or, for students entering with a master's degree, graduate grade-point average of 3.30 or higher in all courses taken  |
| GRE Scores   | Students with less than three years of experience working in higher education management or administration positions must submit GRE scores. Applicants should have a combined score of 302 or better in the verbal and quantitative sections (or 1100 or better for tests taken prior to August 1, 2011), with a score of 3.5 or better |

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|                           |  |
|---------------------------|--|
|                           | <p>in the analytical writing section.</p> <p>In lieu of GRE scores, applicants with at least three years of experience working in a relevant higher education management or administration position must provide a resume and include at least one letter of recommendation from an employer supporting the individual's capabilities for pursuing this certificate.</p>   |
| Letters of recommendation | At least two. Having one letter from a professor or instructor familiar with the applicant's academic and intellectual skills and one letter from an employer supporting the individual's abilities and interests in pursuing this certificate is preferred (the latter being required for students with at least three years of relevant work experience who are not submitting GRE scores).  |
| International Students    | In addition to the general application requirements, international applicants whose primary and secondary schooling was not in English must submit recent scores on the Test of English as a Foreign Language (TOEFL). The TOEFL must have been taken within two years prior to application. A minimum TOEFL score of 550 for the written version, 213 for the computer-based version, or 79 for the Internet-based version is ordinarily required for admission to graduate programs. |
| Other provisions          | <p>The applicant's personal goal statement must specify academic and career goals compatible with the training goals of the program.</p> <p>Admission to the program is subject to availability of space. The number of students already in a program, and the number of new applicants all affect selection ratios in a given year.</p>   |

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

**Technical and Foundational Core** - Demonstrates fluency in the use of tools, technologies, and methods common to the field, including: statistical analysis (descriptive techniques and basic inferential skills such as testing for group differences and ordinary least squares regression); applied research design; data extraction and database management; advanced spreadsheet functions; and report layout and presentation preparation.

**Interaction between Environment & Campus** – Articulate the impact of governmental (federal and state) and regulatory agency policy and practices on higher education institutions, as well as major societal issues and demographic trends that affect higher education institutional resources, operations and accountability.

**Student Access, Engagement & Achievement** – Integrate the conceptual and empirical literatures on student access, affordability, choice, enrollment management, engagement, and student development so as to appropriately define research questions and execute analyses that inform administrative decision-making.

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**Faculty Engagement, Activity & Culture** – Integrate the conceptual and empirical literatures on faculty activity, governance, and academic culture so as to appropriately define research questions and execute analyses that inform administrative decision-making.

**Institutional Management** – Appropriately describe and accommodate in management analyses the variety of organizational structures, functions, and processes of higher education institutions and systems.

**Program Evaluation and Outcomes Assessment** – Conduct appropriate and informative assessments of support programs and assist faculty and staff in designing assessments of student learning and achievement in courses and programs.

### Curriculum-Learning Outcome Map

|  | Foundations of IR (C661) | Statistics (Y502/500) | HE Adm/ Org (C664/C565) | Electives | Capstone (C678) |
|--|--------------------------|-----------------------|-------------------------|-----------|-----------------|
| Technical and Foundational Core            | X                        | X                     |                         |           | X               |
| Interaction between Environment & Campus   | X                        |                       | X                       | *         | +               |
| Student Access, Engagement & Achievement   | X                        |                       |                         | *         | +               |
| Faculty Engagement, Activity & Culture     | X                        |                       | X                       | *         | +               |
| Institutional Management                   | X                        |                       | X                       | *         | +               |
| Program Evaluation and Outcomes Assessment | X                        | X                     |                         | *         | +               |

\*Depending on chosen elective

+Depending on project selections

- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

The program employs a set of integrated assignments across the Foundations and Capstone courses that generate a set of products to be included in the capstone portfolio (along with other relevant assignments produced in relevant courses and in work settings:

### Foundations Course Student Products

- **Data Visualization** – Students are provided a raw data set with enrollment counts by race/ethnicity, institutional sector and year for all U.S. institutions of higher education. They are required to use Excel Pivot Tables to create a summary table and also create a graphical display. The final product is a single page document that illustrates the data and provides a brief but coherent finding related to the change in racial/ethnic distribution across sector in U.S. postsecondary institutions
- **Collaborative Book Review** – Teams of 2 students select a monograph from among of “Resources in Institutional Research” series published by the Association for Institutional Research and collaboratively produce a review following a provided template
- **Term Project** – Students develop a “Research Brief” targeted for a designated audience (e.g., student affairs managers; academic deans, senior institutional leadership; a specific administrative committee; a state higher education systems office; etc.). The brief is required to be 3-5 pages in final published form (Equivalent of a 6 to 8 page double-spaced paper depending on the number of tables and charts). The analysis must include at least one tabular display of data and at least one graphical display of data.

### Capstone Course Student Products

Students complete three projects and produce an electronic portfolio that documents how their skills and knowledge related to the practice of institutional researcher have developed through the two IR courses and other courses and applied research experiences.

Students can choose between two general approaches for developing their course project plan:

1. Select three different topics to gain breadth of experience with different common institutional research topics
2. Pursue a single topic through three related stages, resulting in a more in-depth inquiry that can be used to fulfill the HESA doctoral program early inquiry requirement

Regardless of which approach is used, the three projects must employ at least three of the four following methodologies:

- Selecting or developing an evaluation instrument either by...
  - creating a scenario in which an academic department or administrative program is looking for an existing instrument to use for assessment purposes and prepare a critical analysis of potentially relevant instruments; or
  - developing a survey or focus group protocol to serve a specific (fictitious or real) assessment purpose. Include an interview of the “client” to assess their needs

A 6 to 12 page (double-spaced) report that describes the scenario or client interview results, major issues and themes from related literature, describes instruments used as a basis or that

## Graduate Certificate in Institutional Research Proposal

were critiqued, and provides either the resulting survey and recommended protocols for its use, or summarizes the benefits and drawbacks of reviewed instruments and recommendations for how to get about making a final choice.

- Secondary research for a policy brief - Students prepare a briefing for a specific audience on a specific policy topic that is based on a review of relevant studies and writings. The briefing will be no long than 8 pages, double-spaced, and include an executive summary (100-300 words) and an appendix listing the links and resources that were used develop the briefing.
- Primary research employing student, faculty or staff unit-record data - Students conduct an analysis that employs unit-record data they obtain themselves (e.g., through their employment or assistantship) or that is provided by the instructor. The analysis must employ at least some basic inferential statistics (e.g., t-tests, chi-square or correlations) although an applied regression analysis is generally recommended. The product must be a 3 to 5 page single spaced and nicely formatted "Research Brief." The brief can include some appendix tables as appropriate, but no too many (e.g., no more than 4 to 6 such tables).
- Primary research employing institutional unit-record data - Students draw upon data from an extant source, such as the National Center for Education Statistics, the U.S. Census Bureau, or a statewide higher education agency to conduct an analysis. They produce an 8 to 10 page (double spaced) report that describes the rationale for selecting the method and variables, presents the results, and discussing the uses and limitations of those results.

### The IR Capstone Portfolio

Students create an electronic portfolio of their work in the two IR courses, as well as relevant assignments from other courses and their work settings with the following outline as suggested guideline:

- I. Introduction - A brief statement of 'where you were coming from,' including
  - a. Academic background
  - b. Employment background
  - c. Interests and career aspirations
- II. Knowledge, Skills, and Abilities

Reflective statements regarding what you've learned as illustrated through samples of your work. You do not have to be exhaustive and may use the same assignment or project to illustrate several points. The work should illustrate the knowledge, skills, and abilities reflected in the following outline

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- a. Foundations of higher education administration - Work that demonstrates your command of concepts regarding the political and operational contexts of higher education institutions and systems.
  - b. Core technologies and methodologies
    - i. IR Technologies (for data analysis, report writing, presentations, web design, etc.)
    - ii. Information management
    - iii. Research methods (such as surveys, evaluation design, statistical methods, etc.)
  - c. Areas of more specific interest - Illustrate your particular areas of interest and emphasis as manifest in the topics you've chosen for your class projects as well as through your other classes, employment, internships, assistantship, etc.
  - d. The 'real world' of educational administration - Work and reflections that demonstrate your understanding of how what you've learned 'plays out' in authentic settings. This should include examples from your employment, internship or assistantships and can also reference the Summer Data Policy Institute assignment (if attended), and experiences from the Foundations class (e.g., visits from practitioners).
- III. Concluding summary - A succinct summary of your growth and development in the program with explicit reference to how the program has influenced your interests and career path and how you see yourself contributing to the advancement of the IR profession (see figure 2 in the attached document)
- VI. Describe student population to be served.
- The certificate is designed to serve a range of students including
- Individuals with prior relevant administrative experience and at least a master's degree seeking to move into leadership roles in institutional research (e.g., director, assistant vice president, etc.). This would include currently enrolled HESA doctoral students with an appropriate background as well as individuals currently employed in IR-related jobs having at least a master's degree (enrolled as graduate, non-degree students);
  - Individuals with a master's degree or higher and no directly relevant experience seeking to enter the field at the intermediate level (e.g., assistant director or senior analyst). This would include current doctoral students in HESA, Ed Policy, and other related School of Education doctoral programs.
  - Individuals without master's degrees who would like to pursue entry-level institutional research positions, including currently enrolled master's students in HESA and related programs; and
  - Early career IR professionals seeking career development experiences who would enroll as graduate, non-degree students.

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## VII. How does this certificate complement the campus or departmental mission?

Indiana Universities Higher Education and Student Affairs (HESA) program has always featured an emphasis on program evaluation, institutional research and assessment. This emphasis has been buttressed in recent years by the addition to the core faculty of Victor Borden (the certificate program coordinator) and Gary Pike. Indeed, IU's HESA program boasts the most winners (4, George Kuh, Trudy Banta, Don Hossler, and Gary Pike) of the top research award of the Association for Institutional Research, the Sydney Suslow Award, as well as former AIR president and Outstanding Service award winner, Victor Borden. The program also fits well with the IU Center for Postsecondary Research focus and activities, including its signature program, the National Survey of Student Engagement (NSSE). Finally, the program integrates the strengths of the HESA program with other program areas in Educational Leadership and Policy Studies: Education Policy Studies; Educational Leadership; and History, Philosophy & Comparative Education.

## VIII. Describe any relationship to existing programs on the campus or within the university.

As noted, the IR certificate program is closely aligned with the HESA master's and doctoral programs. Two of the program requirements (EDUC-C 664 and EDUC-Y 502) are required components of the doctoral major curriculum and the electives can also satisfy major requirements. One (EDUC-C 565) is a requirement for the HESA master's program. Moreover, the IR Foundations course can be counted as fulfilling a major requirement and the Capstone course can be used to fulfill the early inquiry requirement for doctoral students. Master's students must additionally take the intermediate statistics course (EDUC-Y 502).

The re-configured certificate program, like its predecessor, can provide valuable support to graduate students from a broad variety of programs who have assistantship assignments in academic and administrative offices at either IUB or IUPUI. Students in the program will typically choose projects that pertain to their assistantships or work assignments, which, in turn fosters further support from those offices and demand among other staff in those offices for the program's courses.

## IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The courses for this program already exist within the catalogue. No additional human resources are needed.

## X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The Association for Institutional Research (AIR) provides support to legitimate academic programs in the field through its web site and publications (see, for example, <http://www.airweb.org/Careers/GraduateEducation/Pages/default.aspx>). In addition, representatives

## Graduate Certificate in Institutional Research Proposal

of such programs are provided opportunities to present poster sessions and convene interest groups at the annual national forum. The Indiana institutional research network (INAIR) also provides such academic programs an opportunity to display information and talk to interested parties at its annual conference.



# INDIANA UNIVERSITY, SCHOOL OF EDUCATION

## Educational Leadership & Policy Studies

Program of Study: Graduate Certificate in Institutional Research (GCIR)

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Name:  Student ID#:

Address:

E-mail:  Phone:

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The GCIR Program consists of 19 hours. The certificate sequence officially starts by taking Foundations of Institutional Research (C661) in the Spring Semester and concludes with the Capstone Course (C678) taken in the Fall Semester. Students may complete other requirements of the program before taking the foundations course. However, students should complete all other requirements before completing the capstone course (other requirements can be taken and completed concurrently with the capstone)

HESA doctoral students can apply GCIR course credits to their doctoral program of study. HESA master's level students can apply three courses from their program to the GCIR certificate – C565 and any two of U548, U549 or U580 as electives, but must take three courses in addition to the master's program of study C661, Y502/500 and C678 (Capstone). Students from other programs should consult with their program advisors regarding the eligibility of GCIR courses toward their major programs.

| <u>Course #</u> | <u>Title</u> | <u>Hrs</u> | <u>Semester</u> | <u>Year</u> | <u>Grade</u> |
|-----------------|--------------|------------|-----------------|-------------|--------------|
|-----------------|--------------|------------|-----------------|-------------|--------------|

### I. CORE COURSES (10 hours)

|           |                                       |   |  |  |  |
|-----------|---------------------------------------|---|--|--|--|
| EDUC-C661 | Foundations of Institutional Research | 3 |  |  |  |
|-----------|---------------------------------------|---|--|--|--|

|               |  |   |  |  |  |
|---------------|--|---|--|--|--|
| EDUC-Y520/500 | Intermediate Statistics Applied to Education | 4 |  |  |  |
|---------------|--|---|--|--|--|

|           |                                    |   |  |  |  |
|-----------|------------------------------------|---|--|--|--|
| EDUC-C678 | Capstone in Institutional Research | 3 |  |  |  |
|-----------|------------------------------------|---|--|--|--|

### II. Higher Education Administration and Organization (3 hours)

Select one course

|           |   |  |  |  |  |
|-----------|---|--|--|--|--|
| EDUC-U565 | Introduction to College and University Administration |  |  |  |  |
|-----------|---|--|--|--|--|

OR

|           |  |  |  |  |  |
|-----------|--|--|--|--|--|
| EDUC-C664 | Higher Education Organization and Administration |  |  |  |  |
|-----------|--|--|--|--|--|

**III. ELECTIVES (6 hours)**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

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|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**Total Hours**  (19 Required)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
GCIR Program Director Signature

\_\_\_\_\_  
Date

PLEASE NOTE: See School of Education Graduate Bulletin for details and a complete description of policies and procedures regarding admission, retention and graduation requirements.

1. Coursework toward the Graduate Certificate in Institutional Research must be completed within 7 years.
2. A cumulative GPA of 3.00 must be maintained in all work. No grade lower than a C may count toward graduate requirements.

**School of Education Indiana University**

**Leaves for Graduate Students Policy**

**Effective date: 04/27/2011**

This policy provides continuing support, in the form of paid and unpaid leave, and milestone extensions, for graduate students in the School of Education.

**Part A – PAID LEAVE**

**PART B – UNPAID LEAVE**

**PART C – POLICIES APPLICABLE TO ALL LEAVES**

**PART D – SUPPORT APPLICABLE TO PAID AND UNPAID LEAVE**

**PART E -- PROCEDURE**

**A. PAID LEAVE (Family and Medical leave)**

**Reasons for Paid Family and Medical Leave :** Critical medical or family situation, defined as:

- A serious health condition requiring an absence of 3 weeks or more
- Care of a child within ~~12~~6 months of the child's birth or adoption
- The serious health condition of a spouse, domestic partner, child, or parent when the student is the primary or co-primary caregiver and the absence is anticipated to continue for at least three weeks
- Death of a spouse, domestic partner, child or parent

**Eligibility** To be eligible for paid leave a student must:

- be enrolled full-time in an School of Education graduate degree-granting or teacher certification program
- have completed at least one full-time fall or spring semester in your current School of Education graduate program
- hold a Student Academic Appointment in the School of Education, including affiliated centers, of at least 37.5 % FTE at the time of the leave OR hold a stipend-bearing fellowship during a non-working year

**Terms and Conditions of Paid Leave** Students on paid family or medical leave who are on eligible Student Academic Appointments for the entire fall or spring term shall receive continuing full support including stipend, health insurance, and any fee remission for up to 6 consecutive weeks of leave, or to the end of the semester, whichever occurs first. Students on eligible summer appointments shall receive continuing full support for up to 2 consecutive weeks; students on other eligible appointments shall receive a number of leave days proportionate to the total duration of their appointment. During the time of the leave, the student's duties and responsibilities will be reduced to providing information related to current students or research projects, as requested by

the hiring department or center. Students on paid leave will be considered active in their programs and enrolled fulltime. Those who have been nominated to candidacy will have to remain enrolled in dissertation credits (795, 799 or G901) during the time of the leave.

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## B. UNPAID LEAVE

**Reasons for Unpaid Family and Medical Leave :** Personal reason for sitting out of studies temporarily, and/or extension of a paid leave period without pay.

**Eligibility** To be eligible for unpaid leave a student must:

- be enrolled full-time in an School of Education graduate degree-granting or teacher certification program
- have completed at least one full-time fall or spring semester in your current School of Education graduate program
- the student *may* hold a Student Academic Appointment in the School of Education and request to combine unpaid leave with paid leave

**Terms and Conditions of Unpaid Leave** Students on unpaid leave will be considered active in their programs but not enrolled fulltime. Those who have been nominated to candidacy will have to remain enrolled in dissertation credits (795, 799 or G901) during the time of the leave.

Students on unpaid leave for serious medical reasons, caregiving, bereavement and maternity reasons as listed above, but *not* using the leave to extend paid leave, may apply for extension of academic milestones.

Students on unpaid leave and using this leave to extend a paid leave will ***not*** receive a stipend for the unpaid period of leave, but may continue to receive health insurance and fee remission depending on the timing of this extension During the time of the leave, the student's duties and responsibilities will be as agreed between the student and the hiring department or center.

Students on unpaid leave for personal reasons *not* including caregiving, bereavement and maternity reasons as listed above, are *not* eligible for extension of academic milestones.

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## C. POLICIES APPLICABLE TO ALL LEAVES

### Leave Frequency and Total Leave

Graduate students may take family or medical leave in up to two terms of every five calendar years, but must be enrolled full-time for at least one fall or spring term between leaves. All leaves of any kind taken during one program of study may not total more than 104 weeks, inclusive of summer sessions. Family leave for the birth or adoption of a child must be concluded within ~~126~~ months of the birth of the child or the date on which the child is placed for adoption with the student.

## **Responsibility of the Student**

It is the responsibility of the student:

- To request the leave as soon as possible after the need is realized, before the beginning of the semester if possible. If the leave could not be anticipated, request for the leave should be made no more than one week after the need for the leave occurs. Leaves may be denied if the student does not provide adequate notice of the request.
- To provide any requested medical certification or other verification of the reason for the leave.
- To discuss with the assigned faculty advisor the impact of the leave on course and degree progress, and to make any necessary special arrangements. These arrangements should be made as part of the initial request for a leave whenever possible, and may be denied if made more than one week after the leave has begun.
- To provide certification of ability to return to duties at the end of the leave, where appropriate.
- To provide information related to current students or research projects associated with SAA responsibilities, as requested by the hiring department or center. It is the responsibility of the hiring unit to arrange for covering the student's remaining duties during the time of the leave; the student is expected to be cooperative in this process.
- For students who have been nominated to candidacy, to remain enrolled in dissertation credits (795, 799 or G901) during the time of the leave.

## **Return from Leave**

Evaluation of a graduate student's academic progress and performance shall not be affected negatively by an approved period of leave which conformed to the requirements spelled out in this policy. Upon return from an approved leave, a student whose contract is still in effect will be assigned the same or similar duties, as determined by the needs of the department or center, to complete the remainder of that contract.

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## **D. Support Applicable to Paid and Unpaid Leave**

Students approved for a family or medical leave, paid or unpaid, will be entitled to apply for a one-term extension of all major degree milestones and time limits (qualifying exam deadlines, number of years between passing the oral qualifying exam and obtaining the degree). Students who are enrolled in G 901 during the leave, or who have incomplete grades due to expire during the term of the leave, may also be eligible for extensions of the standard limits. Applications for such extensions are subject to approval from Graduate Studies (SoE programs) or the University Graduate School (Ph.D. programs).

Current enrollment status will not be automatically affected by paid or unpaid Family and Medical Leaves. Students should discuss options with their primary faculty advisor and make individual

arrangements with course instructors for any necessary accommodations to enrolled courses. On approval of the leave, these options may include:

- A waiver of drop/add fees so that students can transfer from regular courses to research credits during the period of the leave, and
- Complete withdrawal from current coursework, processed at the end of the semester and leaving the SAA and associated benefits intact.

If at all possible, such requests for these supports should be made as part of the initial request for the leave, and should be accompanied by a written recommendation from a faculty advisor. Such requests are likely to be denied if they are made more than one week after the leave has begun.

#### **E. PROCEDURE**

A student should fill out the Request for Leave Form and review it with their primary faculty advisor and, for paid leaves, with their SAA supervisor. **The student turns the form in to their major department, for paid leaves accompanied by a memo describing the specific arrangements, if any, pertaining to timeline and SAA responsibilities.** When the form has been signed and approved at the department level, department staff forward it to the Office of Graduate Studies. Final approval of family and medical leaves will be made by the Associate Dean for Graduate Studies, after consultation with the department or center. Leaves will be considered only for current or future terms, and will not be granted retroactively. Milestone extensions for PhD students must be approved by the Graduate School, and for Masters, EdD, Specialist and Certificate Students by the Associate Dean for Graduate Studies.

School of Education Indiana University  
Graduate Student Leave of Absence Request

13.07

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|   |   |   |
|---|---|---|
| <b>Last</b>                             | <b>First</b>  | <b>Student ID #</b>                           |
|   |   | _____ Yes _____ No                            |
| <b>Degree Program</b>                   | <b>Name of Fellowship or Student Academic Appointment</b> | <b>I receive Student Loans</b>                |
| Date leave is to begin _____ end: _____ |   | Type: A. _____ Medical /Family _____ Personal |
|   |   | B. _____ Paid _____ Unpaid                    |

**This Leave is for the following qualifying reason:**

- a serious health condition requiring an absence of 3 weeks or more
- care of a child within ~~12~~ 6 months of birth or adoption of a child
- care of a spouse, domestic partner, child or parent with a serious health condition when the student is the primary or co-primary caregiver and the absence is anticipated to continue for at least 3 weeks
- death of a spouse, domestic partner, child or parent  
Name/Relationship of relevant family member: \_\_\_\_\_  
Note: Same sex domestic partner and children of partnership coverage must be qualified by the University's Affidavit of Domestic Partnership.
- Other/personal, please attach explanation

All requests must be accompanied by a memo from the department chair/center director describing how job duties will be covered if the student is a Student Academic Appointee. If the student has multiple appointments, memos are required for all appointments.

**Requested accommodations:**

- |   |   |
|---|---|
| <input type="checkbox"/> Term extension of incompletes                    | <input type="checkbox"/> Grade of Incomplete for current coursework |
| <input type="checkbox"/> Absence from Student Academic Appointment duties | <input type="checkbox"/> Complete withdrawal from coursework        |
| <input type="checkbox"/> Transfer of all current credits to research      | <input type="checkbox"/> Other, please attach explanation           |

A graduate student in the School of Education may request a leave of absence by submitting a Leave of Absence Request form to the Office of Graduate Studies. **Approval is subject to the following conditions and understandings:**

1. I have completed at least 1 full-time semester prior to the leave request.
2. This leave will not exceed the total allowable limit of 104 weeks in this program of study, including any prior or current approved leave.
3. The student and department understand that a leave does not apply retroactively.
4. The student and department understand that a leave does not automatically extend grades of incomplete.
5. The student and department understand that a leave does not automatically extend or circumvent milestones or other requirements determined by the School of Education or the University Graduate School.
6. The student and department understand that a leave preserves the curriculum and requirements designated in the School of Education Graduate Program Bulletin and the University Graduate School Bulletin at the time of the students leave in the event of change in curriculum or degree requirements while a student is on leave.
7. The student understands that a department may choose not to accept a course, thesis or doctoral requirement while he or she is on leave.
8. The student understands that depending on the length and timing of his or her leave, the leave may affect their funding, i.e. fellowship monies received, AI stipend, federal loan, etc., and will contact the Office of the Bursar or their funding source to discuss this matter.
9. The student understands that not returning to their academic program following the end of an approved leave without prior communication, forfeits any remaining commitments or agreements from the School, Department, or Center of ongoing financial support or special academic arrangements made in subsequent semesters.
10. The department understands that if a student is applying for and the department agrees to a paid leave department maintains financial responsibility for the student on leave and any temporary replacement.

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Faculty Advisor Name & Signature \_\_\_\_\_ Date \_\_\_\_\_

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Department Chair/Center Director Signature (required for paid leave request) \_\_\_\_\_ Date \_\_\_\_\_

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Associate Dean for Graduate Studies \_\_\_\_\_ Date \_\_\_\_\_

**Please submit completed and signed request along with medical certification to: Office of Graduate Studies ED 2100 201 N. Rose Ave Bloomington IN 47405 p.812.856.8504 f. 812.856.8505 e. [educate@indiana.edu](mailto:educate@indiana.edu)**





**School of Education Indiana University****Leaves for Graduate Students****Frequently Asked Questions****Effective date: 04/27/2011****GENERAL*****What is a Graduate Student Leave?***

The Graduate Student Leave provides students with an opportunity to take care of uncontrollable events that interfere with their ability to work towards a degree. Policy provides for two types of leaves:

- Family and Medical Leave provides for up to six weeks paid leave provided to students who have at least a 37.5 FTE academic appointment, including teaching assistants, research assistants, associate instructors, and faculty assistants who receive University-paid health benefits. Employment or study elsewhere while on leave without explicit written approval is prohibited and may be grounds for cancelling the leave or academic dismissal.
- Academic leave provides up to two years of relief from coursework taken in increments of full regular terms (fall, spring)

***Is the Graduate Student Leave the same as the Indiana University Family and Medical Leave of Absence for Faculty and Staff?***

No. The Graduate Student Leave policy is designed for graduate students and differs from the faculty and staff policy.

***What are the benefits of an approved Graduate Student Leave?***

If approved for a Graduate Student Leave, the academic benefits are worked out individually for each student with the guidance of their faculty advisors, departments/centers, and the Associate Dean for Graduate Studies. A student receives a written record of their absence and, in the case of Family and Medical Leave, may request an absence from student academic appointment, transfer of current credits to research, grades of Incomplete, a one-term extension of current grades of Incomplete, or complete withdrawal from coursework. If necessary, the student works with the Student Advocates Office regarding complete withdrawal from coursework. The Leave may also extend financial commitments that are contingent on continued progress towards a degree.

In the case of Family and Medical leave, The Office of Graduate Studies may approve extensions of milestones for Ed.D, Ed.S., MS and Certificate students. The Office of Graduate Studies also works with the University Graduate School regarding extensions of milestones for Ph.D students. A student may use documentation of an approved leave as support for their request for a milestone and time limits extension from the University Graduate School. A leave does not guarantee an automatic or immediate extension of milestones or standard limits by the University Graduate School.

***How does taking a Graduate Student Leave affect my student loan status?***

If you are a doctoral student and have been nominated to candidacy, you must be enrolled in at least 1 hour of dissertation credit, every fall and every spring, to keep your student loan repayment deferment.

If you are a pre-candidacy doctoral student or a master's, specialist, or graduate teacher certification program student, you must be enrolled in at least 4 credit hours (half-time) to keep your student loan repayment deferment for most federal student loan programs. You are strongly advised to check with the IU Student Loan Administration office for the specific requirements for your loan (<http://www.fms.indiana.edu/sla/home.asp>).

***How long is a term extension?***

A term extension is equal to one Fall or Spring semester. A department/center may also determine a different length of time for their student, not to exceed one semester.

***When can a student request a Graduate Student Leave of Absence?***

In the case of Family and Medical leave, a student seeking a Graduate Student Leave should request the leave as soon as possible. If the leave is anticipated, this should occur prior to the beginning of the semester. If the leave is unanticipated, the request should be made no more than one week after the need for the leave occurs. Departments may submit paperwork on behalf of and with approval by the student. Leaves may be denied because of the failure of the Student to provide adequate notice of the request for leave. Leaves of absence may not be requested retroactively.

In the case of unpaid leave taken for personal reasons, the request for leave should be made prior to the start of the term in which the leave will occur

***What qualifies a student to receive an unpaid Academic Leave?***

Unpaid Academic Leaves of Absence are granted for students with unanticipated responsibilities that interfere with the ability to work towards a degree and at the discretion of the department/center. Leaves for military duty are coordinated in conjunction with the Indiana University Veteran Support Services.

***How long does it take to process a Graduate Student Leave request?***

If the request is complete upon submission, the typical process time is 7-10 business days. However, if the request is incomplete, the process may take up to 21 business days.

**FAMILY AND MEDICAL LEAVE*****What counts as a serious health condition?***

Under the Indiana University Family and Medical Leave policy, qualifying serious health conditions include any of the following: Chronic conditions (diabetes, epilepsy, asthma, etc.); Multiple treatments (chemotherapy, dialysis, etc.) Pregnancy & prenatal care; overnight hospitalization; permanent/long term conditions (Alzheimer's, terminal disease); Incapacity of more than three calendar days requiring a continuous regimen of treatment (including injury).

***Is medical certification required?***

Medical certification is required for any serious health condition. A student should obtain a copy of the medical certification form and take it to the health care provider to have it completed. The medical certification should be submitted within in 15 days of the leave request.

***Who qualifies as a health care provider under the Graduate Student Leave guideline?***

Under the Indiana University Family and Medical Leave policy, persons authorized to provide health care services include podiatrists, psychologists, optometrists, chiropractors, dentists, doctors of medicine or osteopathy, nurse practitioners and midwives, clinical social workers, Christian Science practitioners, and any recognized IU health plan provider.

***Who are the family members covered under the Graduate Student Leave guideline?***

A student may use the Graduate Student Family and Medical Leave for his/her own care, the care of a spouse, dependent children under age 18, same sex domestic partner as qualified by the University Affidavit of Domestic Partnership, child of the same sex domestic partner, or the parents of the student.

## STUDENTS

### ***How do I apply for a Graduate Student Leave of Absence?***

Requests for Family and Medical Leave can be made by the student to his or her faculty advisor, center director, or department chair by completing the Leave Request Form.

Requests for Academic Leave should be made by the student to the department chair for the student's major program. Approved leaves will be reported to the Graduate Studies Office and recorded in the student's file.

### ***What signatures do I need on Graduate Student Leave of Absence request form?***

A complete unpaid Academic Leave request form will have the student's and the Faculty Advisor signatures. A student requesting a paid Family & Medical Leave **must** have the Department Chairperson's or Center Director's signature in addition to the advisor's.

### ***What other documents need to be submitted in addition to the Graduate Student Leave of Absence request form?***

[If the student holds a Student Academic Appointment \(SAA\) at the time of a requested leave, a memo from the department and/or campus employer describing the specific arrangements, if any, pertaining to timeline, SAA responsibilities and budget adjustments is required with the form. If the student has multiple appointments, memos are required for all appointments. A memo is only required for students holding an SAA.](#)

### ***What if I need more than the 6 weeks provided under a Family and Medical Leave?***

Although very few students are granted Leaves of Absence for more than one semester, a student may request a leave of up to two years. The two years may include 6 weeks of paid leave and the remainder in unpaid leave. For a mixed leave, the student should fill out both the Family and Medical leave Request and the Academic Leave Request.

### ***What do I receive on a paid Family and Medical Leave?***

A student on a paid Family & Medical Leave receives continuing full support including stipend, health insurance, and any fee remission for up to 6 consecutive weeks of leave or to the end of the semester, whichever comes first. Students on eligible summer appointments shall receive continuing full support for up to 2 consecutive weeks. Students on other eligible appointments may receive a number of leave days proportionate to the total duration of their appointment.

### ***What happens to my coursework when I am on an Family and Medical Leave?***

The details of each Leave of Absence are worked out for each individual student in consultation with their faculty advisors. Students approved for a family or medical leave (paid or unpaid) often apply for and receive a one-term extension of all major degree milestones and time limits such as qualifying exam deadlines and the number of years between passing the oral qualifying exam and obtaining the degree. Students who are enrolled in G901 during the leave or who have incomplete grades from previous terms may also be eligible for extension of the standard limits. It is necessary to work with the student's faculty advisors and University Graduate School to determine eligibility and approval for milestone extensions.

### ***How often may I take a Graduate Student Leave of Absence? May I take a Graduate Student Leave of Absence on an intermittent basis?***

Academic Leave may provide up to 104 weeks total relief from coursework in a given program of study. Each graduate student with at least a 37.5 FTE academic appointment is eligible for paid family or medical leaves in up to two terms of every five calendar years, but must be enrolled full-time for at least one semester in between leaves. Extended or intermittent leaves may be granted for students with chronic serious health conditions or ongoing treatments (i.e., chronic asthma,

chemotherapy or dialysis treatments, care of a qualifying family member). Students should schedule foreseeable appointments around their normal work schedule and seek department/center approval on foreseeable absences. We encourage students to work with their faculty advisors to craft a Leave request that best suits their needs.

***In the event of child birth or adoption, if both I and my spouse/domestic partner are graduate students in Education, are we able to take paid Family and Medical Leave at the same time?***

Yes. Requests for leave are treated on an individual basis. If both parents meet all necessary conditions, they may request and be approved for leave at the same time.

## FACULTY AND DEPARTMENTS

### ***Who pays for an approved Family and Medical Leave?***

The School expects each department/center to cover the cost of paid Graduate Student Leaves in much the same way as it does for other employees. A department chairperson's or center director's signature on the leave request acknowledges their awareness and understanding of their financial responsibility. If the costs present a major hardship, the department/center should contact the Office of Graduate Studies as soon as possible to discuss alternatives.

### ***Who covers for the student's academic appointment duties and academic load while the student is on leave?***

The School leaves it to each department/center to work out the details of a replacement. Some departments have hired temporary instructors; others temporarily shift the work responsibilities to faculty or other staff. A memo from the department and/or campus employer describing the specific arrangements, if any, pertaining to timeline, SAA responsibilities and budget adjustments is required with the form. If the student has multiple appointments, memos are required for all appointments. A memo is only required for students holding an SAA.

### ***May a student use the Graduate Student Leave on an intermittent basis?***

Yes, a student is eligible, with department/center approval, to use Graduate Student Leave intermittently. The School asks departments/centers to work closely with the student to craft a Leave request that best accommodates both the student's and the department's/center's needs.

### ***May a part time graduate student request Graduate Student Leave?***

Yes, if you are a part time graduate student wanting to sit out of your program for personal reasons you may request unpaid leave of up to 104 weeks total during one program of studies. Speak directly with an advisor or with program/department head about outstanding grades of incomplete and other timeline issues that may affect you during an unpaid leave taken for personal reasons.

Graduate students studying part time are *not* eligible for paid leave or timeline extensions.

**Summary of Leaves**

|                                | <b>must hold SAA</b> | <b>repeatable</b> | <b>requires medical, family reason</b>  | <b>requires interval between requests</b> | <b>time limit</b>   |
|--------------------------------|----------------------|-------------------|---|---|---------------------|
| <b>extension of milestones</b> | NO                   | NO                | YES   | N/A                                       | 2 terms (1 year)    |
| <b>paid leave</b>              | YES                  | YES               | YES   | YES                                       | 6 weeks             |
| <b>unpaid leave</b>            | NO                   | YES               | YES - if extension of paid leave or requesting timeline extensions<br>NO - if standalone leave for personal reasons | NO  | 2 years (104 weeks) |

**Example of multiple leaves in one program of study**

| SEM         | F                    | S                 | sum | F                     | S   | sum | F      | S                 | sum | F      | S   | sum | F      | S   | sum | F      | S                     | sum |
|-------------|----------------------|-------------------|-----|-----------------------|-----|-----|--------|-------------------|-----|--------|-----|-----|--------|-----|-----|--------|-----------------------|-----|
|             | fulltime study (FTS) | 6 week paid leave |     | 16 weeks unpaid leave | FTS |     | FTS    | 6 week paid leave |     | FTS    | FTS |     | FTS    | FTS |     |        | 16 weeks unpaid leave |     |
|             |                      | PARENTAL LEAVE    |     |                       |     |     |        | LEAVE FOR ILLNESS |     |        |     |     |        |     |     |        | PERSONAL LEAVE        |     |
|             | year 1               |                   |     | year 2                |     |     | year 3 |                   |     | year 4 |     |     | year 5 |     |     | Year 6 |                       |     |
| total weeks |                      | 6                 |     | 22                    |     |     |        | 28                |     |        |     |     |        |     |     |        | 44 weeks              |     |

**Procedures for Selection of the Chair of Curriculum and Instruction**

- 1) *Appointment of Search and Screen Committee:* A search and screen committee will be appointed by the C&I Degree Program Coordinators' Committee. The Committee will have four (4) faculty, one (1) staff, and one (1) graduate student for a total of six (6) members. At least two of the four faculty members of the search committee should be tenured at the full or associate level. The committee should also be as diverse as possible. Gender, race, years of employment at IU, tenure/clinical appointment, age, rank, and program area should be taken into consideration when selecting faculty to serve on this committee. In the event of a failed search, a new committee will be constituted.
- 2) *Position Description and Statement of Qualifications:* The committee will prepare a draft of a position description and a statement of qualifications for the chair's position and distribute the draft to faculty, staff, and graduate students. Based on the comments received, the committee may revise the description and statement of qualifications.
- 3) *Nominations:* The committee will solicit nominations for the chair position. The committee will compile a list of candidates. All tenured faculty in the department (except for the current chair) will be eligible for the nomination. However, those nominated will not be able to decline the nomination although the committee may take candidate wishes into account when it makes decisions on whom to include in further screening.
- 4) *Initial Ranking of Candidates.* Faculty, staff, and graduate students will be asked to rank their top four (4) nominees from that list (using "1" for first preference). Rankings will be done via an on-line survey. A comments section will be included on the on-line form. Faculty, staff, and student rankings will be compiled separately and weighted differently. The compiled rankings and comments about the candidates will be known only to committee members.

After the initial rankings are compiled, the committee will forward the names of the top four to seven candidates to all faculty, staff, and graduate students in the department and request another rank ordering. The second set of rankings will again be compiled separately and weighted differently. The committee will identify appropriate candidates based on the second set of ratings, and then review the curriculum vitae of each candidate. Based on these screenings, the committee will select up to seven candidates and confirm whether each is interested in the position. At this point, candidates may decline, if they are not interested.
- 5) *Final Screening of Candidates:* The committee will then interview the interested candidates and compile a short list to be submitted to the Dean. The names of the interested candidates will be sent to faculty, graduate students, and staff.
- 6) *Final Recommendations to the Dean:* The committee will send the names of two or more candidates who have strong support across the department to the Dean. The committee will provide a written review of the strengths and weaknesses of each candidate. The committee may decide whether or not to rank order these names.



MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**September 26, 2012**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** J. Cummings; D. Cross, C. Morton, S. Eckes, D. DeSawal, B. Dennis, J. Damico, E. Galindo; **Alternate Members Present:** P. Rogan, K. Baird; **Student Members Present:** M. Call-Cummings, M. Remstad, M. Barry; **Staff Representative Present:** T. Niggle; **Dean’s Staff Present:** J. Alexander, G. Gonzalez, R. Kunzman; (P. Rogan) **Visitors Present:** V. Borden, L. Lackey; F. DiSilvestro

J. Cummings began the meeting by asking those present to introduce themselves, and reading portions of the Constitution about the purpose of the Policy Council. He announced the election of the Agenda Committee members, N. Flowers and E. Galindo. He also announced October 19<sup>th</sup> as the date of the core campus faculty meeting.

**I. Approval of the Minutes from April 25, 2012 Meeting (12.47M)  
Approval of the Minutes from April 25, 2012 Organizational Meeting (13.04M)**

S. Eckes motioned to vote to approve the organizational meeting minutes, and D. DeSawal seconded. The minutes were approved unanimously.

E. Galindo noted a minor omission in the 12.47M minutes. D. DeSawal motioned to approve the minutes, and E. Galindo seconded. The minutes were approved unanimously with one correction.

**II. Announcements and Discussions**

**Dean’s Report**

Dean Gonzalez discussed the Superintendent of Public Instruction’s State of Education address the previous day. Dean Gonzalez received a question from a reporter about the state extending accountability provisions to schools of education and to the district level. He noted that extending test-based accountability to schools of education was part of the state receiving a waiver from No Child Left Behind requirements. The Superintendent’s announcement was not a surprise, but it was uncertain how soon the state would move on it. The School of Education and other deans in the state have expressed interest in working with the state to formulate a system that makes sense and are not opposed to accountability or incorporating student scores into a system. Faculty wrote a white paper last year discussing issues about value-added models that should be considered (see attached). They believe stakeholder involvement (schools of education) should be sought, but Dean Gonzalez does not believe that this has been accomplished. He said that faculty should be

aware of the relevant issues and be prepared to respond appropriately. He would like this to be a nonconfrontational process rather than one in which the School opposes measures taken by the state. The School needs to be ready and thinking about the appropriate role of data in measuring teacher effectiveness.

Dean Gonzalez also reported on a meeting with staff from the Vice President for Academic Affairs in the Indiana University Office of the President regarding the new 120 hour rule. The state passed a law requiring that all bachelor's degrees be limited to 120 hours unless an exception is granted. The current Elementary Education degree is about 128 hours, but at least one IU regional campus (IU-East) has moved to 120, so there is the expectation that the equivalent program at IUB should be the same. The School of Education will be moving its degrees to 120 hours except for the dual certification in special education program. He discussed how the faculty must be flexible in accomplishing this goal, required by statute, while protecting the integrity of the program. This will be a difficult discussion. The Policy Council will ultimately approve these changes. He also noted that all programs must have an embedded area of concentration, and that secondary education degrees must have identical content courses (not comparable or similar courses) as students majoring in those areas. Minors must also be identical; e.g., the minor in biology must be identical for education majors. These changes will all need to happen very quickly.

Dean Gonzalez reported on an internal review about recruiting the best students to the IUB School of Education. An outside marketing consulting company has done focus groups, surveys, and interviews about the School's image. A preliminary report was recently presented. Many strengths were identified, as were some areas for improvement. Conversations will ensue about how to implement recommendations. For example, the new website will more closely align with the IU brand and also be more functional. The goal is to continue to promote the School of Education as a premier institution for teacher preparation. More details will be presented at the upcoming faculty meeting.

Dean Gonzalez discussed a recent forum in Indianapolis sponsored by the Trustees. Three experts in education were invited to speak about the state of teacher education. Some overgeneralizations were noted, such as the notion that schools of education have open admissions and that academic content instruction is not emphasized. Neither one of these cases is true of the IU School of Education. The Trustees have scheduled a follow-up meeting and invited Dean Gonzalez. He plans to reiterate the excellence of the School, admission requirements, the impact of faculty research, and the many innovative programs that continue to be developed. The meeting will be an opportunity to highlight the School's strengths.

### III. Old Business

### IV. New Business

#### a. Graduate Certificate in Institutional Research (13.06)

V. Borden discussed this proposal for a new graduate certificate that involves substantive changes to an original program which was funded by a federal grant to prototype certificates in institutional research. This new proposal is intended to broaden participation beyond Educational Leadership and Policy Studies (ELPS) doctoral students and incorporate lessons learned from the funded period. The new certificate will not be limited to post-master's students.

Some changes from the original certificate involve removing a requirement to participate in a national summer program that has become too selective to impose as a requirement. Two three-credit courses will now be offered that integrate content from six one-credit web modules. The Y502 statistics requirement has been retained. The electives list has been modified, and the program now requires 19 hours credits rather than 20. Several courses for the certificate are currently moving through the course approval process. Admission criteria have also been modified from the standard requirements to allow students beginning with at least three years of experience in related work to waive GRE scores with a résumé and letter of recommendation from an employer. V. Borden also noted that students who completed the original program have been successful in obtaining institutional research positions.

E. Galindo noted a minor error on the Program of Studies submitted to the council; the form indicated that the total credit requirement is stated as 16 rather than the intended 19. V. Borden will submit a corrected Program of Studies.

J. Cummings clarified that this proposal came to the Policy Council as a motion from the Graduate Studies committee. The motion was passed unanimously with no abstentions.

#### b. Proposed Changes to Graduate Student Leave Policy (13.07)

D. DeSawal discussed changes to the Graduate Student Leave Policy to align the School of Education with IUB campus policy. The most significant change is reducing the window in which a student may begin paid leave after the birth/adoption of a child from 12 to 6 months. Adjustments to the Frequently Asked Questions (FAQ) were also made to clarify the need to outline how the leave will affect student workload and funding.

The motion was passed unanimously with no abstentions.

#### c. Procedures for Selection of the Chair of Curriculum and Instruction (13.08)

L. Lackey explained that a change was made to the document explaining the C&I chair selection process (10.17). Members of the Search and Screen Committee

will be appointed by the C&I Degree Program Coordinators' Committee rather than being appointed by the current chair of the department with approval by committee. This change was made so that L. Lackey, the current interim chair, cannot appoint her own search committee if she would be selected as a candidate.

J. Cummings asked how this change was decided upon. L. Lackey and E. Galindo explained that this amended document was circulated among the faculty program coordinators and approved by them.

J. Cummings noted that because this proposal did not come from a committee, a motion was needed. B. Dennis motioned to vote to approve, and S. Eckes seconded. The motion passed unanimously with no abstentions.

**V. New Courses/Course Changes**

J. Cummings directed the Policy Council members' attention to the new courses/course changes. The courses are open for faculty remonstrance for 30 days.

**\*\* The meeting adjourned at 2:05 p.m. \*\***



**INDIANA UNIVERSITY**

**SCHOOL OF EDUCATION**

Bloomington

**Using Value Added Models to Evaluate Teacher  
Preparation Programs**

**White Paper**

**Prepared by the Value-Added Task Force at the Request of  
University Dean Gerardo Gonzalez**

**November 2011**

**Task Force Members: Y. Chiang, C. Cole, G. Delandshere, R. Kunzman, C. Guarino,  
D. Rutkowski, L. Rutkowski, D. Svetina, X. Yuan & Y. Zhou**

## Overview and Policy Goals

State and federal governments are beginning to introduce legislation mandating the use of value-added models to evaluate the quality of teacher education programs based on changes in student achievement scores across time. One such state is Indiana, where the state's federal application for a waiver from the provisions of No Child Left Behind (NCLB) indicates that student growth data will be used to evaluate teacher preparation programs in a manner modeled after a program implemented in Louisiana. As one of the major producers of teachers in the state Indiana University is an important stakeholder in this enterprise. Therefore, this white paper is written to assist stakeholders to understand the conceptual issues that will need to be considered when interpreting the results that these models yield.

In addition to its intentions to use student growth data to evaluate teacher preparation programs in Indiana, the state's NCLB waiver application also indicates that in collaboration with institutions of higher education its evaluation framework will be taught in teacher and principal preparation programs. As such, the state should adopt a policy explicitly calling for close collaboration with state institutions of higher education and specifically with schools of education to conceptualize and design a teacher preparation evaluation system that can accommodate differences in the programs and the schools they serve. Close collaboration is needed in order to ensure the credibility and effectiveness of the evaluation system to be built for Indiana and taught in the university curriculum. Not unlike Indiana law that now requires school corporations to develop a system of evaluation for individual teachers using multiple measures, a teacher preparation evaluation system should take into consideration the multiple purposes of schooling and education and not be limited to an exclusive focus on test scores. Consistency with the teacher evaluation systems currently being developed by school corporations is important. Finally, policy makers should aim at transparency and make all aspects of teacher preparation evaluation explicit and all data available for peer-review, reanalysis and further study. This white paper addresses the general challenges associated with the use of value-added models and specifically considers the Louisiana model that the state has indicated will be the basis for a teacher education evaluation system in Indiana. Recommendations are made for taking advantage of what is known about such models in order to build the best possible teacher preparation evaluation system for the state.

## History and Context

Value-Added Models (VAMs) are complex statistical models, originally developed by William Sanders in the context of Agricultural Genetics at the University of Tennessee<sup>1</sup> in the 1970's. The origin of VAMs is an important piece of information for understanding the logic of these models, which can be explained briefly as follows. Given a sample of land plots that have similar characteristics (e.g., soil quality, sun exposure, precipitation), researchers can assign them randomly to crops, fertilizers, irrigation systems and so on, to study the effect of these on growth. The logic of experimentation rests on the assumption that *everything else being equal* (plot characteristics), the difference in treatment (e.g., different fertilizers) will explain the differences in growth. That is, the difference in treatment can presumably be regarded as the *cause* of the difference in growth.

Beginning in the early 1980's Sanders tried to convince government officials that his model could be used to evaluate teacher effectiveness based on the increase or growth in student achievement test scores from year to year. He was eventually successful and in 1992 Tennessee<sup>2</sup> mandated that Sanders' model be used for all school districts in the state with the aim of developing a more equitable funding system for the schools. The Tennessee Value-Added Assessment System (TVAAS) is still in use today.

### **Current Uses of Value Added Models**

Currently, a few states and many school districts across the US are using or considering VAMs to evaluate teacher quality and/or primary and secondary schools based on changes in student standardized test scores. The federal government has emphasized the importance of measuring teacher performance based on student achievement growth in its Race to the Top competition and has recently announced the provision of funding for states to develop new accountability measures for teacher preparation programs<sup>3</sup>. Currently, Louisiana appears to be the only state intending to implement a statewide VAM to evaluate teacher education programs, starting in 2012-2013. A few states have applied for Race to the Top funding with the intent to develop a VAM for the evaluation of teacher education programs and yet in other states collaborative agreements between school districts and teacher education program providers (e.g., California State University System, New York City, Florida, Denver Public Schools) have been established to improve the support and quality of candidates in these programs. Researchers have also developed VAMs for the purpose of studying these statistical methods, their technical quality and the validity of the claims made based on these models.

### **Evaluation of VAMs**

Most research on VAMs has been conducted in the context of models used for the evaluation of individual teachers' effectiveness based on the changes in their students' achievement scores. Many concerns have been raised about the adequacy of using these models to draw conclusions about individual teacher quality – most identified issues point to a breakdown of the logic of experimentation on which Sanders and others have developed VAMs and the assumptions on which these are based. The following is a partial list of problematic issues and assumptions:

1. Students are not randomly assigned to teachers or to schools and teachers are not randomly assigned to classes or to schools (like plots of land to fertilizers). Therefore, the condition *everything else being equal* cannot be met and causal inferences (e.g., teachers are the cause of student learning) cannot be drawn.
2. Student learning is affected by many other factors than the teacher – (e.g., school resources, curriculum, school climate, poverty, health, dispositions, interests, motivation, prior learning experiences, home environment, community support, peer group) – which are difficult to measure and to control for statistically. As such, VAMs generally do not measure these other factors. Finally, if all other factors could be taken into account, the added-value of individual teachers could be quite small.
3. The estimation of growth has been found to vary depending on the tests used to measure it. Therefore, a teacher's value added estimate or degree of effectiveness will vary depending on how achievement is measured.

4. Value-added estimates are also affected by class size and become more unstable as class size decreases.
5. Academic achievement is not the sole goal of education. Further, the necessarily limited content of most state assessments ignores important outcomes.
6. Scores based on a single test are not adequate measures of learning.
7. Comparing a 4<sup>th</sup> grade mathematics score to a 5<sup>th</sup> grade mathematics score, for example, is problematic given that the content of the tests likely emphasizes different topics in different years. Hence, the scores are not substantively comparable.

A recent brief to policy makers jointly sponsored by the *American Education Research Association* and the *National Academy of Education*<sup>4</sup> highlights three major problems with the use of VAMs to yield accurate measures of teacher effectiveness:

1. *Value-added models of teacher effectiveness are highly unstable.*

Teachers' effectiveness ratings can be quite different from year to year, from class to class, and depending on the VAM used to estimate effectiveness.

**Table 1: Percent of Teachers Whose Effectiveness Rankings Change**

|                            | By 1 or more Deciles | By 2 or more Deciles | By 3 or more Deciles |
|----------------------------|----------------------|----------------------|----------------------|
| Across models <sup>a</sup> | 56-80%               | 12-33%               | 0-14%                |
| Across course <sup>b</sup> | 85-100%              | 54-92%               | 39-54%               |
| Across years <sup>b</sup>  | 74-93%               | 45-63%               | 19-41%               |

Note: <sup>a</sup> Depending on pair of models compared. <sup>b</sup> Depending on the model used.  
Source: Newton, Darling-Hammond, Haertel, and Thomas (2010)<sup>5</sup>

2. *Teachers' value-added ratings are significantly affected by differences in the students who are assigned to them.*

The same teacher's effectiveness rating can move from the lowest category one year to the highest category the next year depending on the composition of her class, even after prior student achievement scores and class composition variables are taken into account in the model.

3. *Value-added ratings cannot disentangle the many influences on student progress.*

Student learning is influenced by many factors and many teachers and this year's achievement scores in one subject might be influenced by experiences in previous years or in other classes. The impact of these experiences can be long lasting and may manifest itself a few years later.

Given these problems with the use of VAMs, there is a solid consensus in the professional educational research community that these models are not appropriate as the sole basis for making important decisions about individual teachers, particularly given the unreliability and questionable validity of the ratings they generate. Thus, while in 2011 the Indiana General Assembly passed legislation requiring school corporations to develop a plan for annual performance evaluations of each certified employee that includes objectives measures of student achievement and growth, the plans must also include classroom observations and other performance indicators.

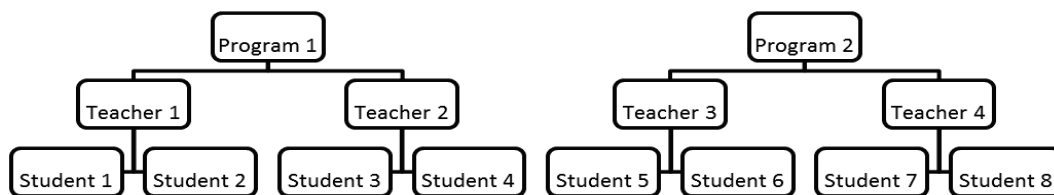


## The Louisiana Value-Added Model

The Louisiana Value-Added Model is one of the models that have been developed to date. A simple presentation of this model can be understood as follows:

A model is developed that takes into account the inherent structure of test data (students and their tests scores are *nested* within their class). This sort of model, termed a multilevel model, takes into account the fact that students within a class are likely to be similar to each other since they share the same teacher, school, and possibly other demographic factors. It also allows for the inclusion of contextual factors (i.e., percentage of children in the class that are eligible for free or reduced lunch). The structure of data associated with VAMs is illustrated in Figure 1.

Figure 1. *Multilevel data structure – students nested within classes & teachers nested in teacher education programs*



This type of model is applied to student achievement test data for all students from grade 4 to 9 in a variety of content areas. Teacher value-added scores are based on the discrepancy between her students' *actual* test scores and the scores predicted by the VAM after accounting for each student's previous achievement and a number of student characteristics (i.e., disability and gifted status, free and reduced lunch, limited English proficiency, absences, prior year suspensions and expulsions) and class characteristics (i.e., percent eligible for free or reduced lunch, percent of students with disability status). The difference between each student's actual test score and their predicted score are averaged to produce a *value-added score* for each teacher. Finally, based on estimated value-added scores, new teachers are rated on the basis of whether they are performing as expected, better or worse *compared* to other teachers. New teachers are then sorted by teacher education programs from which they graduated and an average value-added/effectiveness rating is calculated for each program and content area.

Given that all students are compared to each other, regardless of the conditions in which they live or of their educational experiences, these models ensure that a certain percentage of teachers and a number of teacher education programs will always be rated as deficient –regardless of the substantive meaning of the effectiveness differences between teachers. Importantly, the substantive meanings associated with effectiveness differences are an area that has not been studied. This is quite defeating for teachers, teacher education programs, and education in general.

The Louisiana model is one among a number of models that have been developed to evaluate teacher education programs. Researchers at the University of Washington, for example, have used a slightly different model<sup>6</sup> that takes into account a number of variables at different levels (e.g., student background, classroom, teacher, school and district characteristics, and teacher education program indicators) to compare teacher education programs in Washington State. One difference between the Washington model and the Louisiana model is that it attempts to control for selection into teacher preparation programs by including teachers' college entrance examination scores. Other models have been developed to study programs in New York City, North Carolina, the California State University system and so on.

The issues raised earlier regarding VAMs used to evaluate individual teacher effectiveness also apply to the models used to evaluate teacher education programs and are additionally compounded by the fact that teacher education programs are one more step removed from student achievement. Additional problems are:

- Just as students are not randomly assigned to school and teachers, teacher education students are not randomly assigned to teacher education programs but rather self-select into a particular program, resulting in systematic differences between them that may not be easily controlled for by statistical modeling. Models that do not take into account this selection issue will offer results that are only descriptive and suggestive but cannot be viewed as yielding the causal impact of a teacher preparation program.
- The assumption that the teacher education program is the sole factor explaining differences between teacher effectiveness is as problematic as assuming that student learning is simply due to teaching.
- Program sizes in different institutions of higher education will have an impact on the stability and reliability of the estimates of program effectiveness. While the number of elementary teachers graduating from teacher education program may be sufficient to yield reliable estimates, secondary programs in mathematics and English Language Arts may not graduate a sufficient number of graduates every year.

Better information about differences in student performance, attitudes, interests and general well-being, and the factors that can potentially explain these differences will be helpful for educators to organize an education system that can accommodate these differences and assist students in realizing their full potential. Such information will also be useful for policy makers to articulate education policies that are not counter to understandings about how students learn and develop. Theoretically, the models hold great promise with their potential to separate non-educational factors from the effects of teachers and schools on student performance. VAMs and other models can, in theory, contribute to understanding the conditions that make learning possible assuming that these models are used in a spirit of inquiry rather than as tools used in isolation for making decisions about individuals or programs.

High-stakes decisions based solely on these models have the potential to mislead, which can harm students, teachers and education in general. If high-stakes decisions (funding, program approval, merit pay, employment, promotion) about students, teachers, schools and programs are made solely or primarily on the basis of changes in student test scores, it will further erode the meaning of education in major ways such as:

- Teaching to the test with renewed and unprecedented efforts
- Student boredom and disengagement from uninteresting teaching and from school
- Further narrowing of the curriculum to what is on the test
- De-emphasis on areas of the curriculum not tested
- Shortage of teachers for difficult teaching assignments and in tested subjects
- De-moralization and de-professionalization of teachers
- Decreased enrollment in teacher preparation programs

These consequences are, of course, not new and they are observed cyclically with each new wave of accountability mandates that put more and more pressure on schools and teachers. The new Race to the Top legislation further increases this pressure on teachers but also is targeting schools of education in an unprecedented way.

## Recommendations

A value-added model considered for the evaluation of teacher education programs in Indiana should not be the sole or primary basis for making decisions about the quality of teacher education graduates or teacher education programs. At a minimum, a teacher education program evaluation system should be aligned with the teacher evaluation plans developed by the school corporations in the state. Further, consideration of the following issues will be of the highest importance to enhance the credibility of the system put in place.

### *1. Gain a better understanding of teacher effects on learning.*

It is clear that teachers play an important part in student learning; however, the extent to which teachers influence this learning is unclear. Given this lack of understanding on how much a teacher can actually affect student learning, it will be important to experiment with different VAMs for a number of years to gain a perspective on the extent to which teachers can be expected to influence student learning and achievement results. Likewise, the use of VAM in teacher education program evaluation should be pilot-tested before it is fully implemented.

### *2. Collaborate with stake holders and gain agreement on the best model for Indiana.*

The world of value-added modeling is complex. A number of organizations and for profit companies claim to have the most stable model. However, many of these models have not been subjected to a rigorous peer review process. In some cases where the VAM has been subjected to peer review, claims on what information the model can produce are over exaggerated. Given the complexity of VAMs it is important that policy makers, practitioners and researchers who create and study VAMs work together to create and implement a system that is disciplined and not over interpreted. Additionally, all stakeholders that will be affected by these models should be given a voice on the model's creation. It is within this type of collaborative process that the goal of creating a useful, disciplined and policy relevant educational system can be attained. Therefore, policy makers should work with all stakeholders, adherents and critics of VAM, to better understand the model's limitations and benefits before any decisions are made based on the model's findings. Specifying the models and selecting the variables that are important in the Indiana context should be a collaborative effort. The sole focus on achievement as measured by standardized test scores, for example, is a serious limitation and could have severe consequences

for the life of students and teachers and the meaning of education in general. Efforts should be made to take into consideration the multiple aims of education and schooling.

*3. Understand and account for technical concerns when using VAMs and establish an audit system to monitor the quality of the data used.*

Here the old adage of “garbage in, garbage out” should be heeded. Even if the best model is chosen for Indiana that model will still be weak if the data used are of questionable reliability and validity. Technical issues such as model specification, the validity and reliability of all student growth measures, the impact of omitted variables and missing data, valid teacher and program information, the impact of small sample size have important consequences for the meaningfulness of the decisions made based on these results.

*4. Ensure transparency of the system at all times and make data and technical specifications available to researchers and stakeholders for continuous study and monitoring of the system’s performance.*

Too often the exact technical specifications of the systems used and the data on which these are used are not made available for peer review, reanalysis, and further study. The credibility and meaningfulness of the systems in place can only be enhanced by ensuring transparency and collaborative responsibility for the continuous monitoring, study and improvement of these systems. This requires giving access to the data and all relevant technical information.

RAND researchers also provide a useful summary of general considerations for any system that will be using VAM for decision making purposes. The following list includes some of their recommendations and should be useful to any system that will be implementing VAMs.

- Develop databases that can support VAM estimation of teacher effects across a diverse sample of school districts or other jurisdictions
- Develop computational tools for fitting VAM that scale up to large databases and allow for extensions to the currently available models
- Link estimates of teacher effects derived from VAM with other measures of teacher effectiveness as a means of validating estimate effects
- Conduct further empirical investigation on the impact of potential sources of error in VAM estimates
- Determine the prevalence of factors that contribute to the sensitivity of estimated teacher effects
- Incorporate decision theory into VAM by working with policymakers to elicit decisions and costs associated with those decisions and by developing estimators to minimize the losses.<sup>7</sup>

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<sup>1</sup> [http://www.cgp.upenn.edu/ope\\_value.html#8](http://www.cgp.upenn.edu/ope_value.html#8)

<sup>2</sup> Tennessee’s Educational Improvement Act, 1992

<sup>3</sup> cite: <http://www.ed.gov/news/speeches/new-approach-teacher-education-reform-and-improvement>

<sup>4</sup> [http://www.era.net/uploadedFiles/Gov\\_Relations/Getting\\_Teacher\\_Evaluation\\_Right\\_summary\\_brief-FINAL.pdf](http://www.era.net/uploadedFiles/Gov_Relations/Getting_Teacher_Evaluation_Right_summary_brief-FINAL.pdf), September 14, 2011.

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<sup>5</sup> Newton, X., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010) Value-Added Modeling of Teacher Effectiveness: An exploration of stability across models and contexts. *Educational Policy Analysis Archives*, 18 (23). <http://epaa.asu.edu/ojs/article/view/810>;

<sup>6</sup> Goldhaber, D. & Liddle, S. (2011). The gateway to the profession: Assessing teacher preparation programs based on student achievement. Center for Education Data & Research. University of Washington, Bothell.

<sup>7</sup> [http://www.rand.org/pubs/research\\_briefs/RB9050/index1.html](http://www.rand.org/pubs/research_briefs/RB9050/index1.html)