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I. Institutional Organization and Education Programs

A. University

Ball State University is a comprehensive, publically assisted institution of higher learning whose mission is to provide excellent education. Ball State University offers strong undergraduate and graduate programs. In addition to core academic programs in arts, sciences, and humanities, the university offers more than 180 undergraduate majors and pre-professional programs and more than 100 master’s and doctoral degrees through its seven colleges: Applied Sciences and Technology; Architecture and Planning; Business; Communication, Information and Media; Fine Arts; Sciences and Humanities; and Teachers College.

B. Unit

The head of the professional education unit is the dean of Teachers College. As the unit head, the dean is responsible for the administration of all initial and advanced programs related to educator preparation in the unit. The unit consists of programs that are located in Teachers College and five other colleges in the university.

College of Applied Sciences and Technology

Initial Licensure Programs

- Career/Technical Ed – Family and Consumer Sciences
- Career/Technical Ed – Trade and Industrial
- Physical Education – Undergraduate and Graduate
- Technology Education

Advanced Licensure Program

- District Administrator (P-12): Director of Career and Technical Education

Advanced Degree Programs

- Master of Arts in Technology Education
- Master of Arts in Career and Technical Education
- Master of Arts in Physical Education
- Master of Science in Physical Education

College of Business

Initial Licensure Programs

- Business Education
- Career/Technical Ed – Business Services and Technology
• Career/Technical Ed – Marketing

*Advanced Degree Program*

• Master of Arts in Education in Business Education

*License Addition Programs*

• Career/Technical Education: Business Services and Technology
• Career/Technical Education: Marketing

**College of Communication, Information and Media**

*Initial Licensure Program*

• Journalism

**College of Fine Arts**

*Initial Licensure Programs*

• Fine Arts – Visual Arts
• Fine Arts – Vocal and General Music
• Fine Arts – Instrumental and General Music
• Fine Arts – Theatre Arts

*Advanced Degree Program*

• Master of Arts in Music

**College of Science and Humanities**

*Initial Licensure Programs*

• Health Education
• Language Arts (including Speech Communication)
• Mathematics
• Science – Life Sciences
• Science – Physical Sciences
• Science – Chemistry
• Science – Physics
• Science – Earth/Space Sciences
• Social Studies – Economics
• Social Studies – Geographical Perspectives
• Social Studies – Government and Citizenship
• Social Studies – Historical Perspectives
• Social Studies – Psychology
• Social Studies – Sociology
- World Language – French
- World Language – German
- World Language – Japanese
- World Language – Latin
- World Language – Spanish

License Addition Program

- English as a New Language

Advanced Licensure Programs

- Communication Disorders (Speech Pathology)
- Middle School/Junior High Mathematics License

Advanced Degree Programs (nonlicensure)

- Master of Arts in Mathematics Education
- Master of Arts in Education in Physics

Teachers College

Initial Licensure Programs

- Exceptional Needs – Mild Intervention (K-12)
- Exceptional Needs – Intense Intervention (K-12)
- Exceptional Needs – Deaf and Hard of Hearing (K-12)
- Generalist: Early Childhood (Pre-K)
- Generalist: Early and Middle Childhood (K-6)
- Exceptional Needs – Early Childhood Special Education
- Dual Major – Mild Intervention (K-6) and Elementary Education (K-6)

License Addition Programs

- Computer Education (Education Technology)
- Gifted and Talented (High Ability)
- Exceptional Needs – Blind and Low Vision
- Exceptional Needs – Mild Intervention (5-12)
- Reading

Advanced Licensure Programs

Content Areas: Administrative

- District Administrator (P-12): Superintendent
- District Administrator (P-12): Director of Exceptional Needs
- District Administrator (P-12): Director of Curriculum and Instruction
- Building Level Administrator (P-12)
• Reading Specialist

Content Areas: School Services

• School Counselor
• School Psychologist (P-12)

Advanced Degree Programs (nonlicensure)

• Master of Arts in Curriculum and Education Technology
• Master of Arts in Secondary Education
• Master of Arts in Education in Elementary Education
• Master of Arts in Elementary Education
• Master of Arts in Education Special Education
• Master of Arts in Special Education
• Master of Arts in Educational Psychology – Specialization in Gifted and Talented

Alternative Certification Licensure Programs

• Transition to Teaching in Elementary Education
• Transition to Teaching in Secondary Education

All programs are designed to meet the appropriate content and developmental standards. Transition to teaching programs (http://www.bsu.edu/teachers/ttt/) are defined in IC 20-28-4, which outlines admission and semester credit requirements for those licenses.

Each identified content area has an assigned program manager who is responsible for the integration of activities within the unit. Program managers usually serve as the content area advisor for candidates enrolled in these programs. Program managers are responsible for the aggregation, review and dissemination of program level data within their departments. The unit convenes an informal discussion group, referred to as the Decision Point Dialogue Group, to which all program managers are invited, as a mechanism for communication within the unit.

A Professional Education Committee (PEC), comprised of elected representatives from the six colleges, the dean and associate deans of Teachers College, and the department chairs for Teachers College, as well as representatives from P-12 schools and candidates, governs decision making for the unit. A primary role of this committee is to facilitate communication among all stakeholders involved with educator preparation. All program and curricular changes in education programs are approved by this committee, prior to being forwarded to the Undergraduate Education Committee or Graduate Education Committee of the university. The PEC is responsible for the analysis and review of unit assessment data for all programs, including oversight of various annual reports produced by the unit. The PEC can initiate program and curricular changes as informed by data and/or respective advisory groups.
II. Conceptual Framework

“The mission of the professional education unit at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.”

The conceptual framework focuses on three aspects of professionalism:

**Expertise**—dependent on access to subject matter knowledge, methods of teaching (pedagogy), knowledge about learners and typical and atypical learning styles, and the goals of education for society. Understanding of these knowledge systems and the ability to apply them critically is an element of assessment of our preparation programs.

**Engagement**—emphasizes the ability of our programs to instill in professionals the desire and capacity to collaborate both within the school and the broader community to foster positive change. These professionals are comfortable with and knowledgeable about society’s diverse nature and foster mutual understanding as different parties (stakeholders) work to facilitate positive learning and living environments.

**Context**—recognizes that all learning is dynamically interactive and as such any educational plan that does not account for the multitude of influences on the learner and the teacher will not succeed in maximizing learning. Our programs must instill in candidates through example and practice that an effective learning environment is sensitized to the individual contexts in which the learner functions and can use that knowledge to improve educational outcome.

The themes are consistent with the mission of the institution and unit in terms of supporting transformational learning and problem solving. Diversity and technology are treated as foundational competencies and are infused throughout the framework.

Expertise is defined as the development of competence in such knowledge areas as

- subject matter,
- pedagogy and pedagogical content (including technology),
- developmental characteristics of learners and of learning,
- the purposes and ends of education more generally, and
- professional conduct in the classroom.

Engagement involves the development of skills in areas such as

- creating complex learning environments and ecologically-valid tasks such as case-based instruction, authentic tasks, and situated learning strategies;
- creating learning environments that emphasize collaboration, social negotiation, and shared responsibility for learning;
- providing multiple representations of content using analogies, examples, and metaphors;
- helping students understand their own role in constructing knowledge; and
- emphasizing student-centered instruction, which includes inquiry and problem-based
learning, ideally with cooperative learning groups.

Context is defined by the growth of competence in

- utilizing professional best practice during encounters with students and clients;
- working to strengthen linkages among developmental settings (home, school, neighborhood) that influence students and clients; and
- engaging the broader systems within societies to better cultivate the developmental and educational assets of the community.


III. History of Development of the BSU Unit Assessment System

The Indiana Professional Standards Board (IPSB) was established in 1992, by Public Law 46-1992. The Board realized that the development of standards for performance-based preparation and licensing of education professionals was the first step to creating a coherent system for an entire professional career. The Board engaged in a redesign of the licensing continuum that included preservice, initial licensure and continued professional development.

The Board established the Teacher Education Committee, which drafted the Criteria for Development and Review of the Unit Assessment Systems (UAS) and adopted a transition period for the preparation programs to develop unit assessment systems. The annual report to the state, commonly referred to as the October report, was revised in 1998 to include sections on progress toward the development of a comprehensive institutional assessment system. A fully functional UAS was required by 2002, when the first licenses were issued under the standards-based licensure framework.

In 2000 the National Council for Accreditation of Teacher Education (NCATE) adopted revised standards for the accreditation of education preparation programs. Because Indiana has a partnership with NCATE, these revisions impacted the implementation timeline adopted by IPSB. Under the newly adopted NCATE standards all accredited programs were expected to have fully functional unit assessment systems at both the initial and advanced preparation levels by the 2004-2005 academic year. Units undergoing accreditation visits prior to that time were evaluated based on progress toward full implementation.

Ball State convened a Teacher Education Performance Assessment Steering Committee (TEPASC) to guide the development and initial implementation of the BSU Unit Assessment System. This committee was composed of faculty representatives of all six colleges involved in teacher education. Following a series of campus-wide meetings, this group proposed an assessment system design, which was shared with stakeholders in formal meetings across campus. This design formed the basis for the eventual decision point model currently employed by the unit.

IV. Decision Points and Key Common Assessments
A. Initial Programs
The professional education unit identified four decision points that are common to all initial licensing programs and identified the key common assessments for those programs. Each initial licensing program developed an individualized matrix to reflect the specific courses for each decision point. Program specific decision point requirements are accessible in the rGrade UAS management system. The decision point model approved by the Professional Education Committee can be found in Appendix I.

Common assessments for all initial teaching licensure candidates are the following:

- Completion, with a C or better, of one introductory course. All of the introductory courses include the following common elements:
  - Introduction to INTASC Standards
  - Introduction to Indiana Developmental Standards
  - Introduction to Indiana Content Standards
  - Introduction to Indiana K-12 Academic Standards
  - Introduction to the Unit Assessment System and Decision Points
  - Development of Digital Portfolio
  - Introduction to the Unit Conceptual Framework
- Successful Completion of Praxis I Reading, Writing and Mathematics Tests utilizing cut-off scores approved by the Indiana Department of Education
- Decision Point 1 Portfolio Assessment
- Decision Point 1 Dispositions Assessment
- Decision Point 2 Portfolio Assessment
- Decision Point 2 Disposition Assessment
- Decision Point 3 Portfolio Assessment
- Decision Point 3 Disposition Assessment
- Summative Student Teaching Assessment/Student Teaching Portfolio
- Summative Learning Assessment Model Project (LAMP) Assessment
- Successful Completion of Praxis II Content Exams utilizing cut-off scores approved by the Indiana Department of Education
- GPA of 2.5 or higher

B. Advanced Programs

The professional education unit identified four decision points that are common to all advanced programs, both licensing and degree programs. Because of the varied nature of these programs, each program developed an individualized matrix to reflect the specific courses for each decision point. Program specific decision point requirements are accessible in the rGrade UAS management system.

Common Assessments for all advanced programs:

- Dispositions Assessment
- Content Knowledge Assessment
- Assessment of Student Learning
• Field Experience or Research Course

V. Procedure for Monitoring Candidates’ Progress Through Decision Points

A. Initial Programs

i. Decision Point 1: Identification with Professional Education

a. All candidates for an initial teaching license are required to complete an introductory course. The instructor of the introductory course is responsible for completion of the Decision Point 1 assessments.
b. The results of the Decision Point 1 assessments are recorded in a candidate’s rGrade profile. Candidates are introduced to rGrade during their introductory course.
c. Candidates who successfully complete Decision Point 1 are assigned a content area advisor who is able to track progress through the program.

ii. Decision Point 2: Admission to Teacher Education

a. Advisors monitor the progress of candidates through the completion of the requirements. In addition to the rGrade profile, which outlines decision point and licensing requirements, all undergraduate candidates have a Degree Analysis Progress Report (DAPR), which is available to them and their advisors electronically and which outlines the degree requirements.
b. Upon completion of all Decision Point 2 requirements, candidates complete an official departmental application for admission to teacher education. Candidates are not permitted to enroll in 300 level education courses until they have successfully completed all of the Decision Point 2 requirements and received approval from the department. In some departments this application process can be completed online, but in others this occurs in a face-to-face advising session.
c. Candidates must also have completed all of the Decision Point 2 requirements before they may apply for student teaching. The Office of Teacher Education Services verifies the candidates’ status during the application process.
iii. Decision Point 3: Admission to Student Teaching

a. Advisors monitor progress of candidates through the decision point requirements.

b. Instructors of 300 level methods courses (content and general methods) are responsible for the performance assessments of candidates in their programs.

c. Verification of completion of all Decision Point 3 requirements occurs in the Office of Teacher Education Services, as soon as all assessment information is completed at the conclusion of the semester that precedes scheduled student teaching.

d. Candidates who have not met all requirements are initially notified by e-mail and phone of any deficiencies and given an opportunity to address them. If a candidate does not remedy deficiencies and does not opt to withdraw from student teaching courses, the candidate is sent a certified letter notifying the candidate of withdrawal from the student teaching classes.

iv. Decision Point 4: Program Completion and Recommendation for Licensure

a. University supervisors are responsible for completion of Decision Point 4 performance assessments, and candidates cannot receive credit for the student teaching experience until all requirements have been completed.

b. Advising Center coordinators for the content area are responsible for verifying that all degree requirements have been completed for undergraduate degree candidates.

c. The licensing advisor is responsible for verifying that all state licensing requirements have been met; and when the candidate applies to the state for licensure, the licensing advisor is responsible for certification of license eligibility.

B. Advanced Programs

i. Decision Point 1: Admission

a. The advanced candidate submits an application to the Graduate School, which identifies the program(s) to which the candidate is seeking admission. Materials for candidates who meet minimum graduate school admission criteria are forwarded to departments for admission decisions.

b. Departments approve candidates for their programs, and candidates are not permitted to enroll in any courses until the department has admitted them.

c. The Graduate School sends official notifications to the candidates following admission by the appropriate department.

d. Candidates who complete a licensing program must have a license evaluation, which is used to identify program requirements. These evaluations are completed in the Office of Teacher Education Services.
ii. Decision Point 2
   a. The program manager or content area advisor meets with the candidate either face to face or by electronic communication to advise of program requirements.
   b. A candidate profile is created in the rGrade system for the program(s) to which the candidate has been admitted.

iii. Decision Point 3
   a. Because of the differences in the delivery of advanced programs, either the program manager or content area advisor is responsible for monitoring a candidate’s progress through the program.
   b. Program advisors are responsible for determining eligibility for field experiences and completion of all pre-requisite courses.
   c. Program managers also verify completion of required performance assessments.
   d. Some programs also have formal faculty groups that convene annually to review the progress of all candidates through their programs.

iv. Decision Point 4
   a. Degree candidates apply to the Graduate School during the semester prior to degree completion. The Graduate School verifies that all institutional requirements are completed prior to awarding the degree.
   b. The licensing advisor is responsible for verifying that all state licensing requirements have been met. When the candidate applies to the state for licensure, the license advisor is the individual responsible for certification of license eligibility.

VI. Alignment of Assessment Instruments with Conceptual Framework and State, INTASC, NBPTS and SPA Standards.

A. Initial Programs

The unit’s assessment system for initial programs addresses the conceptual framework. The rGrade management system documents the alignment of performance assessments with the three themes of the conceptual framework. In addition, the master syllabi for all professional education courses identify the themes addressed in individual courses. The unit assessment of dispositions is aligned with the three themes of the conceptual framework. Because the state adopted the INTASC Principles as the basis for the state teacher preparation standards, all assessments and courses are aligned with both INTASC and Indiana state standards. Where national SPA standards exist for a program, courses and assessments have also been aligned to these national standards. Matrices of these alignments can be generated by the rGrade system as required. Thus, the unit is able to document that all relevant standards are addressed within a program.
B. Advanced Programs

The unit’s assessment system for advanced programs addresses the conceptual framework. The rGrade management system documents the alignment of performance assessments with the three themes of the conceptual framework. The master syllabi for all professional education courses identify the themes addressed in individual courses. The unit assessment of dispositions is aligned with the three themes of the conceptual framework. All licensing programs at the advanced level are aligned with the adopted state standards for the program. Administrative licensing programs are also aligned with the 1996 ISLLC Principles, which were adopted as the framework for the state standards. Where SPA standards exist for advanced programs, these programs are also aligned with the relevant standards. Programs for the professional development of teachers and for which SPA standards do not exist are aligned with the NBPTS (National Board for Professional Teaching Standards). Courses that are applicable in multiple programs are aligned with all relevant sets of standards. Matrices of these alignments can be generated by the rGrade system as required. Thus, the unit is able to document that all relevant standards are addressed within a program.

VII. Assessment of Unit Operations

A. Unit

Throughout the academic year, the unit is responsible for a number of formal reports both for internal and external audiences. The Office of Teacher Education Services has primary reporting responsibility for the unit. The Office of Academic Assessment and Institutional Research (AAIR) assists with the preparation, distribution, and analysis of survey data and the reporting of candidate information for various national requirements. Each of these reports is briefly described below, along with the group within the unit charged with primary review. It should be noted that the elected representatives to PEC and departmental chairs are responsible for disseminating the information to their constituent groups, but issues arising from the review of information are also directed to the Decision Point Dialogue Group for consideration.

- **Annual Report for Advanced Programs** — Annual reporting for advanced programs was first initiated in the fall of 2004. This report includes programs that are not required to complete the SPA approval process or complete a state review. The Teachers College (TC) Dean’s Office and the deans of the other Colleges review this report.

- **First Year Teacher Survey** — This survey is conducted annually in the fall by AAIR and includes components for mentors and principals. The contact information for the survey participants comes from the state database of first-year educator enrollment. The PEC, TC Assessment Committee, and TC departments review the results of this survey.
• **Graduate Program Completer Survey** — This survey is conducted annually by AAIR. Participants in this survey are identified from university enrollment records. The PEC, TC Assessment Committee, and TC departments review the results of this survey.

• **Experienced Teacher Survey** — This survey is conducted every three to five years. Participants are identified from the Alumni Association and other records available, including the contact information from the First-Year Teacher Survey. The PEC, TC Assessment Committee, and TC departments review the results of this survey.

• **Professional Education Data System (PEDS) Report** — This report is also referred to as the NCATE Part A and B reports and is conducted annually in January. This report is reviewed by the TC Dean’s Office and used as reference for the TC Assessment Committee.

• **NCATE Part C** — This report is submitted annually in February, and includes the summary of initiatives to address areas for improvement identified during the last on-site visit. The TC department chairs, TC Dean’s Office, and TC Assessment Committee review this report.

• **Licensing Report** — This report is completed annually in November and includes the summarized licensing activity for the unit. The PEC and TC Assessment Committee review the results of this report.

• **Field Experience Report** — This report is completed annually and includes the summary of all field experience placements made through the Office of Teacher Education Services. The PEC, TC Assessment Committee, and TC departments review the results of this report.

• **Title II Report** — The official report on program completers for the initial licensing programs is submitted to the state annually in April. This report is posted on the Web and reviewed by the PEC, TC Assessment Committee, and TC departments.

• **Unit Assessment System Report** — This report is submitted as part of the formative review related to NCATE Standard 2 and is to be completed two years in advance of the NCATE on-site visit. The TC Dean’s Office prepares the written report and represents the unit during the review process. The results of this review are shared with the PEC after review by the TC Dean’s Office.

• **State Program Reviews** — All licensing programs are required to either complete a state program review or the national SPA program review. The state reviews are to be completed two years in advance of the scheduled NCATE visit. The outcomes of these reviews are shared with the college deans, PEC, TC Assessment Committee, and the respective departments.
• **SPA Program Reviews** — Programs that do not complete state program reviews complete the SPA review process 18 months in advance of the NCATE on-site visit. Successful completion of this process results in national recognition for the program. The outcome of these reviews is shared with the college deans, PEC, TC Assessment Committee, and the respective departments.

• **U.S. News and World Report Survey** — This survey is completed in November with the assistance of AAIR and the Graduate School. Results are posted on the *U.S. News* Web site. When the outcome results in a national ranking, this information is shared with all stakeholders.

• **Annual ETS Praxis Test Taker Feedback Report** — Annually ETS provides a feedback report to the unit regarding the performance of its test takers on the Praxis I and Praxis II tests. These reports are received in Office of Teacher Education Services in December and shared with departments.

• **College Annual Report to Provost** — All colleges complete an annual report to the Provost, which is submitted in July. This report is prepared by the management team after a review of the year’s activities and provides a succinct summary of relevant activities.

• **Teacher Fair Survey** — This is completed every other year with the assistance of AAIR. This survey of the employers who attend the annual recruitment fair for Ball State candidates is used to provide feedback on the strengths and weaknesses of the preparation programs.

• **Exit Survey** — This survey was piloted in May 2009 with all candidates enrolled in the student teaching experience during the spring 2009 semester.

**B. College**

As noted above, the TC Dean’s Office administrative team, which is composed of the dean, associate deans, director of the Office of Teacher Education Services, and the assessment coordinator, meet regularly to review various accreditation related issues. Sometimes referred as the NCATE small team, this group is responsible for the review of all external reports prior to submission and the review of internal data and reports. The outcome of this review is the identification of areas where additional resource support is needed.

There also exists a larger group (NCATE Steering Committee) that meets monthly. Formal meetings of this group began during the 2008-2009 academic year, although the individuals were interacting on an informal basis prior to this time. The leadership for larger projects, such as the development of new survey instruments and the updating of the conceptual framework research base, comes from this group. This group reviews data management and reporting requirements and will take the lead responsibility for the preparation of the NCATE Institutional Report.
Teachers College department chairs meet on a monthly basis. Although much of the agenda for these meetings is directed toward college operations, chairs also receive and review various college reports before and after submission. Chairs also have integral roles in the preparation of reports, such as NCATE Part C, prior to submission.

In recognition of the need to share program and unit data more directly with programs and to foster collaborative efforts across the college, beginning in the spring of 2009, the TC Assessment Committee began meeting. Among the responsibilities for this group is the review of existing assessment data, the identification of assessment needs, and the identification of strengths and weaknesses based on available data and to make recommendations for program improvement. This committee is comprised of the program managers and department chairs for TC, and is led by the associate dean for graduate studies, research, and assessment. The associate dean for teacher education, the director of the Office of Teacher Education Services, and the assessment coordinator also support the activities of this group.

VIII. Fairness, Accuracy, Consistency and Elimination of Bias

Fairness, accuracy, consistency and the elimination of bias are important concepts in the first element of NCATE Unit Standard 2, Assessment and Unit Operations. Much of the discussion below is taken directly from the NCATE document (www.ncate.org/documents/articles/FairnessAccuracyConsistency.doc)

**Fairness:** Assessments are fair when they assess what has been taught. Fairness also means that candidates understand what is expected of them. To this end, instructions and timing of assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of programs. One way to demonstrate fairness in key assessments is through curriculum mapping (e.g., a chart that shows where in the curriculum candidates have the opportunity to learn and practice what is specified in the standards). Examples of fairness are curriculum review committees that assure that the standards are being addressed in the program, as well as the communication (advising) of program expectations to the candidates.

**Accuracy:** Assessments are accurate when they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure. Accuracy is closely related to the statistical term “validity.” Demonstration of accuracy occurs when the language of the standards and the assessments are consistent, the complexity and skills of the assessments are congruent with the appropriate standards, and the degree of difficulty is consistent with the standards and reasonable for the candidates being assessed. One way that accuracy is demonstrated is by the alignment of course syllabi, program and unit assessments with appropriate standards, and the collection and analyses of assessment data.

**Consistency:** Assessments are consistent when they produce dependable results or results that would remain constant on repeated trials. Essentially, in approaching consistency, the standards
are requiring that the assessments and results be trustworthy. Consistency is closely related to the statistical term “reliability.” Consistency can be addressed by providing training for individuals who will be using the assessment, conducting simple studies of inter-rater reliability, and/or by comparing results to other internal or to external assessments that measure comparable knowledge, skills and/or dispositions.

**Avoidance and Elimination Bias** Accuracy is closely related to the elimination of bias. To ensure that the results of assessments adequately reflect what candidates know and can do, it is important to remove any contextual distractions and/or problems with the assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult. The elimination of bias also means that the assessments are free of racial and ethnic stereotypes, poorly conceived language and task situations, and unintentional treatment of some candidates over others. Further, the elimination of bias includes consistent scoring of assessments and vigilant efforts not to discriminate against groups of candidates.

NCATE expects the unit to be very deliberate in addressing the issues of fairness, accuracy, consistency and elimination of bias. Below are some specific examples employed at Ball State University:

**A. Initial Programs**

i. Common elements are covered in all introductory courses, including an introduction to the conceptual framework and a discussion of how it fits into a candidate’s program.

ii. The unit maintains a Web site for current candidates (http://www.bsu.edu/teachers/current/). Among the many useful links on this page is the Teacher Education Handbook (http://www.bsu.edu/teachers/tehandbook/) and the decision points for initial licensing programs (http://www.bsu.edu/rgrade_prod/prod/undergrad_programs.asp)

iii. EDPSY 250 and 251 have a handbook for all faculty to assure that content and assessment are consistent across all faculty.

iv. In the World Languages Program candidates are systemically introduced to the assessment rubrics prior to completion of any assignment.

v. Unit assessments have standard unit scores and assessment language across all programs. Candidates have online access to their rGrade profiles at all times to monitor their progress through the program. These profiles map their progress through the decision points and identify requirements to be completed. Candidates can see the results of their decision point requirements at a glance.
including course grades, rubric-based evaluations, and GPAs.

vi. An appeal process and a remediation process have been adopted by the PEC for any adverse dispositions assessment at the initial level. This appeal process is shared with any candidates who receive an unfavorable assessment.

vii. Training workshops are provided for all university supervisors of the student teaching experience. Training on the use and application of the assessment rubric is provided.

viii. On the first day of each semester, a student teaching orientation occurs. During this time, candidates are introduced to the student teaching rubric and the assessment expectations.

ix. Candidates are expected to purchase the Evaluation of Student Teachers Guidebook (2nd ed.), which outlines assessment expectations for the student teaching experience.

x. The unit has an approved process for candidates who are not successful in their student teaching experience to appeal that outcome and receive approval for a second student teaching opportunity. This process is explained during the student teaching orientation on the first day of the semester.

xi. The Music Education Program (Instrumental & General, Vocal & General) maintains a Web page where candidates can access current information regarding the conceptual framework, rGrade, decision points, and other important information (http://publish.bsu.edu/cfa/music/mused/current.asp). Candidates are introduced to this Web page in MUSED 100 and regularly reminded to review all requirements and check their status as they progress through the curriculum. In addition, each candidate is assigned a School of Music advisor within the first month of matriculation and required to meet with this advisor at least once each semester. Music education faculty members meet bimonthly to address departmental issues; topics include curriculum evaluation, ongoing review of assessment strategies, and individual candidate progress. These meetings facilitate maintaining fairness, accuracy, consistency, and the elimination of bias. Continuing efforts focus on (a) assuring that all standards are being addressed in the program, (b) improving and clarifying the congruence between standards and assessments, and (c) group review/training related to assessments used across multiple sections of MUSED courses.

xii. The physical education program manager meets regularly with the preservice teachers to review curriculum and decision point requirements.

xiii. Physical education decision point requirements are aligned with the National Association for Sport and Physical Education (NASPE) Beginning Teacher Standards, and this is reflected in the rubrics. Data tables based on these
descriptors are generated and reviewed regularly.

xiv. Pilot studies were conducted during the first year of implementation for all of the physical education performance assessments to evaluate inter-rater reliability.

xv. A committee of seven faculty members reviewed the rubrics developed for physical education candidates for issues related to language, stereotypes, etc., before and following the pilot testing.

xvi. In the Technology Teacher Education Program, all candidates receive a hardcopy of the Teacher Education Handbook with program details included in the latter sections of the booklet. This section outlines the approved curriculum in the state, the program structure at BSU, the decision points document for the major, and a listing of suggested experiences and products to document from each course in the program.

xvii. When developing lesson plans and activity handouts for the major in technology teacher education, candidates are required to list the appropriate national and state academic standards on their project (including crosswalks with other subject areas).

xviii. Many face-to-face classes in the Technology Teacher Education Program are posted on Blackboard. The syllabus, class handouts, and links to useful Internet sites are available to the members of the class 24/7. In addition, the complete evaluation plan (percentages, points available for each assignment, etc.) is posted before the beginning of the semester.

xix. In the Technology Teacher Education Program, challenges for in-class activities, individual or group projects, and design assignments are identified that appeal to all candidates. Assignments and challenges must be gender neutral, and not favor a nationality, religion, or political viewpoint.

xx. When describing the potential impacts of technological actions, instructors in the major for technology teacher education present both sides of controversial topics, with hopes that the candidates are better prepared to make informed decisions in their personal lives, as well as be able to present the same material in a consistent, fair, and informative manner.

xxi. The Language Arts Teaching Program maintains a Web site (http://bsu.edu/shapps/english/undergraduate/teachingmajor.htm) where candidates can access current information regarding the conceptual framework, rGrade, decision points, and other important information. Candidates are introduced to the program requirements and this Web site in ENG 150. In addition, the department conducts workshops and sends e-mails each semester to keep candidates informed about program deadlines and requirements. The
English Education Club, a candidate-led organization, also helps to keep candidates informed about issues and events impacting language arts teaching majors. The club also sponsors events and facilitates professional development opportunities such as participating in the National Council of Teachers of English annual convention.

xxii. The Social Studies Education program maintains a Web page where candidates access the Social Studies Teaching Major Handbook, information on decision point requirements in history and social sciences, and advising sheets. The director of the program meets with preservice teachers to review course selection and decision point requirements.

xxiii. The unit hosts a Portfolio Assessment Retreat every semester to support faculty members during the evaluation of portfolio at Decision Point 3. Technology support and experienced faculty members are available on site through the day during the scheduled time.

xxiv. Assessment rubrics stored in the rGrade system are linked to courses and programs, and candidates have electronic access to the relevant instruments before and after the assignments are completed. Common rubrics are shared among faculty members through this system, assuring fairness and consistency in the assessment process.

B. Advanced Programs

i. The unit maintains a Web site for current candidates (http://www.bsu.edu/teachers/current/).

ii. For the online M.A. in Elementary Education, all candidates are mailed an advising form, which must be signed and returned. This form contains the course and decision point requirements for program completion.

iii. In the School Psychology Program and Counseling Psychology Program, all candidates are provided with a handbook that outlines course requirements and due process procedures for appealing adverse program decisions.

iv. An appeal process and a remediation process have been adopted by the PEC for any adverse dispositions assessment at the advanced level.

v. In the Department of Special Education, all candidates are referred to rGrade upon admittance to the program to view their program requirements, including all rubric evaluations used for decision point requirements.

vi. In the graduate-level online class ITEDU 635, Implementing Technology Education, the candidates create one design-based and one impacts/consequences-based activity that is suitable for implementing at the
secondary level. In addition, they work with one or two classmates to develop a production-based activity (also with a secondary-level focus). Because of the online nature of the class, instructions for assignments are posted on the Web (e.g., http://rseymour.iweb.bsu.edu/635format2009.htm).

vii. The Department of Special Education maintains Web sites with advising information for their master’s (http://www.bsu.edu/specialeducation/graduate) and doctoral degrees (http://www.bsu.edu/specialeducation/doctoral/). On the Department of Special Education Web page are links for additional information about the advanced programs, including a PowerPoint presentation on the Doctor of Education Program, which presents detailed information regarding degree completion.

viii. The College of Extended Education provides Web-based technical support for candidates enrolling in courses offered through distance education (http://cms.bsu.edu/Academics-CollegesandDepartments/OnlineandDistanceEducation/Technology/TechnologyAssistance.aspx).

ix. The graduate advisor for the Department of Special Education and Department of Educational Leadership has prepared extensive handouts regarding program requirements, licensing procedures, and admission processes, which are provided electronically to potential candidates. The department also maintains a list of NCATE advanced program documents for advisors.

x. For individuals seeking license additions or completing a graduate licensing program, transcript evaluations are completed in the Office of Teacher Education Services prior to the initiation of the program and updated as requested. These files are available electronically to advisors.

xi. The Department of Educational Leadership maintains a Web site for candidates outlining the degree/licensing programs in their department (http://www.bsu.edu/edleadership/programs/).

xii. The Music Education Program maintains a Web page where degree candidates can access current information regarding the conceptual framework, rGrade, decision points, and other important information (http://publish.bsu.edu/cfa/music/mused/current.asp). Candidates are introduced to this Web page in their initial core MUSED course and regularly reminded to review all requirements and check their status as they progress through the curriculum. In addition, each candidate is assigned a music education advisor and encouraged to communicate regularly with this advisor. Music education faculty members meet bimonthly to address departmental issues; topics include curriculum evaluation, ongoing review of assessment strategies, and individual candidate progress. These meetings facilitate maintaining fairness, accuracy, consistency, and the elimination of bias. Continuing efforts focus on (a) assuring that all standards are being addressed in
the program, (b) improving and clarifying the congruence between standards and assessments, and (c) group review/training related to assessments used across multiple sections of MUSED courses.

xiii. Assessment rubrics stored in the rGrade system are linked to courses and programs, and candidates have electronic access to the relevant instruments before and after the assignments are completed. Common rubrics are shared among faculty members through this system, assuring fairness and consistency in the assessment process.

IX. Use of Information Technologies to Manage UAS

A. rGrade

Extensive effort across the unit has led to the development of the unique, Web-based software for the integration of data collection and analysis of the UAS data. The software is referred to as rGrade because of its design as an integrated rubric-based assessment tool. This rGrade software allows management of the UAS data for each candidate, allowing aggregation across instructors, programs, departments, and colleges. The software tool manages the assessment rubrics, allowing instructors to use the approved rubrics at specific decision points but also to develop individual rubrics as necessary for their courses. Because the software is integrated with the digital portfolio, instructors can access the performance assessment and apply the rubrics online, and the score is automatically recorded in the database for the UAS. In addition, because rGrade is deployed on-campus, it communicates directly with the university computing system, which allows for seamless integration of many non-rubric data points including course grades, GPA, and Praxis scores. Also, the connection to university data sources allows the unit to disaggregate rGrade data by demographic variables stored in university systems.

Because the rGrade software functions as an electronic grade book for the instructor and candidate, the result is a very efficient model for the collection of the UAS data across decision points. Candidates submit designated course assignments via the rGrade system, including submission of the digital portfolio for evaluation at each decision point. Candidates also have access to their performance assessment results once the instructor has published the evaluation. Because of this efficiency, candidates can access and monitor their progress through the decision points.

In fact, candidates may view both their course and program requirements long before their work is due to be assessed. Candidates have full access to the decision point requirements—and the concomitant rubric instruments—for all the initial and advanced licensure programs. Candidates may view course syllabi and their alignment to standards throughout each semester.

In addition, rGrade serves as an alignment tool for all academic programs across the unit. Instructors align rubrics, program requirements, and course syllabi to content-specific
(e.g., Association of Childhood Education International-ACEI) and unit-wide standards libraries (e.g., INTASC). The software provides a number of default and custom reports that may be used to describe standards alignment across the course, program, and unit.

In summary, rGrade provides a “dashboard” view of all decision point requirement data for instructors and candidates alike. In addition, the software is designed to accommodate and facilitate the academic/administrative process of program improvement. rGrade allows for academic programs to design new instruments, as well as, align assessments, assignments, courses, and programs to an ever-growing body of professional standards, and generate ad hoc and high frequency reports using evidence of student learning.

B. Other Databases

The ability to access databases maintained by the Office of Teacher Education Services will be integrated into the rGrade program when performance assessments are recorded. Of primary interest is the management of field experiences, beginning with observations occurring in the introductory courses, continuing through participation and methods classes, and culminating with the student teaching experience. The student teaching database stores and retrieves the field placement information on individual candidates. Performance assessments stored in this database are uploaded into rGrade at the end of each semester for access by program managers. The future plan is to integrate many of the student services functions into the rGrade software during 2009. This will reduce the number of dependent “other” databases and will increase the overall integration of the UAS.

C. Web Sites for Communication

Due to the complexity of the unit at Ball State, there is a strong reliance on electronic forms of communication among stakeholders. Specific resources for faculty members are provided on the TC Web site (http://www.bsu.edu/teachers/faculty). On this site, faculty members can locate links to the conceptual framework, UAS news (http://www.bsu.edu/teachers/uas/), and other important information. All PEC and Decision Point Dialogue Group minutes and agendas are found at this site as well as other important reference materials.

Because the digital portfolio is an integral component of the Unit Assessment System, technology support for the unit maintains a Web site of important information for both candidates and faculty (http://portfolio.iweb.bsu.edu/).
X. Procedures for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination, and Use

A. Collecting and Entering Data in rGrade

All data from common assessments are entered directly into the rGrade system when the assessment is recorded by the faculty member with the exception of the student teaching summative evaluation. These evaluations are recorded in the student teaching database, which also houses the summative narrative and demographic descriptions of the placement. The summative assessments for all student teachers are uploaded to rGrade at the end of each semester.

B. Aggregating and Disaggregating Data

i. Unit data from all common assessments are aggregated at the unit level for review by the college management team. These data are shared with stakeholders and discussed at the PEC and DPD Group meetings. These data are also available electronically through the rGrade system to any program manager or department chair.

ii. Program data for all unit data and program specific assessment are aggregated by rGrade for analysis and review by program managers. These data can also be disaggregated by demographic and program characteristics. Programs may also access the data to generate tables using other software.

iii. The rGrade software can report data graphically in bar charts or in table format by performance level. These reports also include the number and percentage of candidates at each level of performance defined by the scoring rubric.

C. Decision Point Dialogue Group Meetings

i. Decision Point Dialogue Group meetings serve as a forum for discussion of unit level data. This venue has also been used by the technology support staff to communicate the robust nature of the reporting mechanism in the rGrade system.

ii. At the beginning of each DPD meeting the rGrade management team highlights one reporting/data management option as a reminder to programs of the available data analysis options.
D. Professional Education Committee

i. As unit level reports are generated throughout the year the committee reviews them.

ii. In July of each year the PEC schedules a full day retreat to review and analyze the unit level assessments and recommend any changes.

iii. The PEC has also directed queries to the data management team regarding data required to support policy decisions.

E. Teachers College Assessment Committee

i. The Teachers College Assessment Committee, which is composed of department chairs and program managers, is charged with reviewing college and departmental assessment data. The purpose is to identify issues that should be addressed for program improvement at the departmental level within the college.

XI. Assessment Timeline

The unit follows the following timeline for assessment activities:

Prior to the beginning of each semester

- Departmental advisors verify completion of all Decision Point 2 requirements prior to admission to 300 level education courses.
- Office of Teacher Education Services verifies the completion of all Decision Point 3 requirements for all candidates scheduled to student teach.
- The Graduate School verifies continued enrollment eligibility and notifies candidates, departments, and Office of Teacher Education Services of any ineligible candidates.

At the beginning of each semester

- The rGrade system updates rosters of all programs. Candidates who have enrolled in an education program since the last update are added to program rosters.

During each semester

- Data are collected via the rGrade software according to the dates identified by the PEC approved policy.
• A list of all candidates who have indicated that they expect to student teach in the next semester is posted in rGrade.
• Departmental Advisors meet with candidates to review progress toward program completion.
• Praxis I scores are updated nightly in the system, while Praxis II scores are imported into rGrade after receipt of test scores by the institution.

Prior to the end of each semester

• Introductory course group instructors verify completion of Decision Point 1 requirements.
• Faculty responsible for the assessment of the Decision Point 3 portfolios complete and record the assessment. Results are published in rGrade and failing candidates are notified of the appeal procedure.
• Graduate School verifies the completion of graduation requirements (Decision Point 4) for graduate degree candidates, and the advising center coordinators verify for the undergraduate degree candidates
• Physical Education and Technology Education administer a program survey to all student teachers during the exit assessment (final seminar).

After the end of each semester

• Office of Teacher Education Services verifies license eligibility for all candidates who apply for Indiana educator licenses.

Spring semester

• School psychology and counseling psychology departments convene review committees to monitor the progress of their candidates within the program.

XII. Glossary

Advanced Programs – NCATE: Programs at post-baccalaureate levels for (a) the continuing education of teachers who have previously competed initial preparation or (b) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post-baccalaureate level.

Alternate Route Programs – NCATE: Post-baccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. They are sometimes called nontraditional programs. The Transition to Teaching Program is considered an alternative route program.

Area for Improvement (AFI) – NCATE: A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in
one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard is met.

**Board of Examiners (BOE) – NCATE:** On-site evaluators who review institutions based on the NCATE Unit Standards.

**Candidates – NCATE:** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in P–12 schools.

**Decision Point:** A defined transition point within a preparation program. Candidates must meet all requirements at a decision point before advancing in the program.

**Dispositions:** See Professional Dispositions

**Initial Practitioner License:** The first license issued to a candidate in Indiana upon completion of an instructional, administrative or school services preparation program. This license is valid for two years.

**Initial Teacher Preparation Programs – NCATE:** Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for the first license to teach. They include five-year programs, master’s programs, and other post-baccalaureate and alternate route programs that prepare individuals for their first license in teaching.

**Professional Development Schools (PDS) – NCATE:** Specially structured schools in which the P–12 school and higher education faculty collaborate to (a) provide practicum, student teaching, and internship experiences; (b) support and enable the professional development of school and higher education faculty; (c) support and enable inquiry directed at the improvement of practice; and (d) support and enhance student achievement. Professional Development Schools require the institutional commitment of colleges and universities, school districts, and teachers’ organizations.

**Professional Dispositions – NCATE:** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn.

**Professional Education faculty – NCATE:** Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

**rGrade:** The software management system for the unit assessment system at Ball State.
**Rubrics – NCATE:** Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

**School faculty – NCATE:** Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

**School Settings:** Used to identify the developmental levels and grade levels on an Indiana educator license.

**Student Teaching – NCATE:** Preservice clinical practice in P–12 schools for candidates preparing to teach.

**Unit – NCATE:** The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution, also known as the “professional education unit.” The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

**Unit Assessment System:** The mechanism to assess the quality of the unit’s candidates and programs. As defined by 515 IAC 3-1-3 the unit assessment system must include a plan for collecting and analyzing data on applicant qualifications, performance of candidates and graduates and unit operations for evaluating and improving the unit and its programs.

**Unit head – NCATE:** The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

**XIII. Common Acronyms**

- AACTE – American Association of Colleges for Teacher Education
- AAIR – Academic Assessment and Institutional Research
- BOE – Board of Examiners
- CF – Conceptual Framework
- CCSSO – Council of Chief State School Officers
- DAPR – Degree Analysis Progress Report
- DPD – Decision Point Dialogue
- DP – Decision Points
- ETS – Educational Testing Service
- IDOE – Indiana Department of Education
XIV. Course Prefixes

- EDALG – all grade education
- EDEL – elementary education
- EDFON – educational foundations
- EDJHM – junior high/middle school education
- EDSEC – secondary education
- EDMUL – multicultural education
- EDPSY – educational psychology
- SPCEC – special education

XV. UAS Contacts
A. TC College Administration

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<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>UAS ROLE</th>
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<tbody>
<tr>
<td>John Jacobson</td>
<td>Dean</td>
<td>Unit Head</td>
</tr>
<tr>
<td>Laurie Mullen</td>
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<td>Initial Preparation Programs</td>
</tr>
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<td></td>
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<tr>
<td>Judy Miller</td>
<td>Director</td>
<td>Field Experiences, Licensing, NCATE Coordinator</td>
</tr>
<tr>
<td>Warner VanFleet</td>
<td>Coordinator</td>
<td>Accreditation and Assessment</td>
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B. Program Managers

i. Initial Licensure Programs

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<tr>
<td>Visual Arts</td>
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### ii. Advanced Licensure Programs

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Appendix I: Decision Point Model

i. July 2009 - Decision Point Document – Initial License at Graduate Level

ii. July 2009 - Revised Decision Points Document
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<td>1. Identification with Professional Education</td>
<td>Meet Graduate school criteria for admission</td>
<td>Meet program criteria for admission (which may exceed minimum for Graduate School)</td>
<td>Meet program criteria for admission (which may exceed minimum for Graduate School)</td>
</tr>
<tr>
<td></td>
<td>Transcript review with overall GPA ≥ 2.5 or 3.0 in latter half of program</td>
<td>Transcript review with overall GPA ≥ 2.5 or 3.0 in latter half of program</td>
<td>Transcript review with overall GPA ≥ 2.5 or 3.0 without 5 years of relevant experience</td>
</tr>
<tr>
<td></td>
<td>Application/evaluation by program advisor, graduate advisor, and/or licensing office</td>
<td>Application/evaluation by program advisor, graduate advisor, and/or licensing office</td>
<td>Application/evaluation by program advisor, graduate advisor, and/or licensing office</td>
</tr>
<tr>
<td>2. Admission to Program</td>
<td>Consultation with content area advisor(s) required</td>
<td>Consultation with content area advisor(s) required</td>
<td>Consultation with content area advisor(s) required</td>
</tr>
<tr>
<td></td>
<td>Introduction to Education course (artifact)</td>
<td>Introduction to Education course (artifact)</td>
<td>Pass Praxis I (elementary)</td>
</tr>
<tr>
<td></td>
<td>Pass Praxis I</td>
<td>Pass Praxis I</td>
<td>Pass Praxis I and II (secondary)</td>
</tr>
<tr>
<td>2. Admission to Program</td>
<td>Maintain clearance by Graduate School</td>
<td>Maintain clearance by Graduate School</td>
<td>Consultation with content area advisor(s) required</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Successfully complete Dispositions assessment</td>
<td>Successfully complete Dispositions assessment</td>
<td>Pass Praxis I (elementary)</td>
</tr>
<tr>
<td></td>
<td>Content/Professional Education courses</td>
<td>Content/Professional Education courses</td>
<td>Pass Praxis I and II (secondary)</td>
</tr>
<tr>
<td></td>
<td><strong>Elementary</strong> 9 hours*</td>
<td><strong>Secondary</strong> <em>6 hours; EDPSY course and content area methods</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Admission to Student Teaching</th>
<th>Portfolio review</th>
<th>Portfolio review</th>
<th>Successfully complete Dispositions assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successfully complete Dispositions assessment</td>
<td>Successfully complete Dispositions assessment</td>
<td>Content methods course(s)</td>
</tr>
<tr>
<td></td>
<td>Content methods course(s) Practicum course</td>
<td>Content methods course(s) Practicum course</td>
<td>Practicum course</td>
</tr>
<tr>
<td></td>
<td>Overall GPA ≥ 2.5 in credit hours</td>
<td>Minimum grade of B in content and methods courses</td>
<td>Overall GPA ≥ 2.5 in credit hours</td>
</tr>
<tr>
<td></td>
<td>GPA ≥ 2.5 in content area</td>
<td>Secondary - GPA ≥ 2.5 in content area and supporting areas</td>
<td></td>
</tr>
</tbody>
</table>
3. Admission to Student Teaching

<table>
<thead>
<tr>
<th>and supporting areas</th>
<th>Meet content requirements, including performance assessments</th>
<th>Maintain clearance by Graduate School or clearance from Office of Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain clearance by Graduate School or clearance from Office of Student Affairs</td>
<td>Approved application for student teaching</td>
<td>Approved application for student teaching or field experience, as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elementary</strong></th>
<th><strong>Secondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>*18 hours</td>
<td>*6 hours</td>
</tr>
</tbody>
</table>

4. Recommendation For Graduation/Licensure

<table>
<thead>
<tr>
<th>Satisfactory completion of student teaching</th>
<th>Satisfactory completion of student teaching or field experience</th>
<th>Satisfactory completion of student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA $\geq 2.5$ overall and in all content areas</td>
<td>-GPA $\geq 3.0$ overall and $\geq 2.5$ in all content areas (may be higher for some specialty areas)</td>
<td>GPA $\geq 2.5$ overall and in all content areas</td>
</tr>
<tr>
<td><strong>Portfolio review</strong></td>
<td><strong>Portfolio review</strong></td>
<td><strong>Portfolio review</strong></td>
</tr>
<tr>
<td><strong>LAMP</strong></td>
<td><strong>LAMP</strong></td>
<td><strong>LAMP</strong></td>
</tr>
<tr>
<td>Pass Praxis II test requirements</td>
<td>Pass Praxis II test requirements</td>
<td>Pass Praxis II test requirements (elementary)</td>
</tr>
<tr>
<td>Maintain clearance by Graduate School or clearance from Office of</td>
<td>Maintain clearance by Graduate School</td>
<td>Maintain clearance by Graduate School or clearance from Office of Student Affairs</td>
</tr>
</tbody>
</table>
| Student Affairs | Secondary – EDFON 620  
Elementary – EDRDG 501  
and EDEL 690 |

* Specifics for sequence of courses at http://www.bsu.edu/teachers/media/pdf/sequenceofcoursesel.pdf
<table>
<thead>
<tr>
<th>Decision Point</th>
<th>Professional Significance</th>
<th>Type of Evaluation</th>
<th>Requirements</th>
<th>Performance Assessment</th>
<th>Suggested Timeline</th>
<th>Resulting Status</th>
</tr>
</thead>
</table>
| 1              | Identification with Professional Education | Formative and Summative | * Complete introductory course with C or better  
* Achieve a basic or higher on the digital portfolio  
* Review dispositions assessment:  
* Demonstrate knowledge of INTASC, Indiana Department of Education (content and developmental) teaching standards, and Indiana K-12 standards. | Course Completion  
Begin digital portfolio based on INTASC standards.  
Artifacts developed in classes as appropriate. Results entered into rGrade. | Completed by end of Freshman Year | Professional Educator Aspirant |
| 2              | Admission to Teacher Education | Summative | **Verify in meeting with advisor:**  
* Declaration of teaching major via DAPR  
* Overall GPA of at least 2.5 in at least 45 hours  
* GPA of 2.5 in content area  
* Pass PPST at Division of Professional Standards score levels for reading, writing, and mathematics  
* C or better in 100/200 Professional Education Courses  
* C or better in Comm 210 or equivalent | All requirements must be completed and entered into rGrade. | Completed by end of Sophomore year | Professional Educator Pre-Candidate |

**Verify with Licensure Area Faculty:**  
* Satisfy content requirements as specified by the licensure area.  
* Demonstrate ISTE standards at the general preparation level  

**Unit Assessments**  
* Achieve a basic or higher on the digital portfolio and dispositions assessment:  
* Approval of application for admission to
<table>
<thead>
<tr>
<th>Decision Point</th>
<th>Professional Significance/ Rationale</th>
<th>Type of Evaluation</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Suggested Timeline</th>
<th>Resulting Status</th>
</tr>
</thead>
</table>
| 3              | Admission to Student Teaching       | Summative          | Verify in meeting with advisor:  
* Overall GPA of at least 2.5 in at least 93 hours  
* Within 9 hours of completion of content courses  
* GPA of at least 2.5 in content area and sub-areas  
* GPA of at least 2.5 in professional education courses  
* C or better in 300/400 professional education courses  
Demonstrate in class as a part of EDEL 350, 351; EDSEC 380/385; SPCED 361; or equivalent participation class:  
* Demonstrate acceptable oral and written language  
* Demonstrate application of INTASC, Indiana Department of Education (content and developmental) teaching standards, and Indiana P-12 standards to a teaching episode related to the student’s content area  
* Demonstrate ISTE standards at the professional preparation performance level  
Unit Assessments  
* Achieve a basic or higher on the digital portfolio and dispositions assessment:  
Verify with Licensure Area Faculty:  
* Satisfy content requirements as specified by student’s licensure area (content knowledge and pedagogical content knowledge) | All requirements must be completed.  
Advisor enters notation regarding completing requirements into rGrade.  
Rubric ratings and portfolio review ratings from participation instructor, P-12 classroom teacher, and content specialist, if appropriate. Must attain a “basic” rating or higher on all assessments. | Completed by semester before student teaching | Professional Educator Candidate  
Permitted to Student Teach |
<table>
<thead>
<tr>
<th>Decision Point</th>
<th>Professional Significance/ Rationale</th>
<th>Type of Evaluation</th>
<th>Criteria</th>
<th>Performance Assessment</th>
<th>Suggested Timeline</th>
<th>Resulting Status</th>
</tr>
</thead>
</table>
| 4              | Admission to Licensure (Admission to Profession) | Summative          | Verify in meeting with advisor:  
* Completion of EDFON 420 with a C or better  
* Overall GPA at least 2.5 in all courses  
* GPA of at least 2.5 in professional education courses  
* Completion of all content area course with at least 2.5 GPA and 2.5 in sub-areas  
* Pass PRAXIS II (and Reading Test for Elementary Ed.)  
* Pass Student Teaching  
* Completion of degree requirements  
Demonstrate in Student Teaching and final Student Teaching Portfolio Presentation:  
* Demonstrate acceptable oral and written language  
* Demonstrate application of INTASC, IDOE, and Indiana P-12 standards to teaching  
* Demonstrate ability to reflect on personal and professional growth  
* Demonstrate evidence of content knowledge  
* Demonstrate evidence of self-evaluation  
* Demonstrate ISTE standards at the student teaching/intern performance level  
Unit Assessments  
* Satisfy digital portfolio review requirements as specified by the students licensure area | All requirements must be completed and into rGrade. | Completed by end of Senior Year | Professional Educator  
Recommended for initial licensure |