

Annual Institutional Report on
Teacher Preparation

Academic Year: **2000-2001**

Ball State University
Teachers College

Submitted by
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Mission

Ball State University is committed to demonstrating excellence in P-12 education by preparing outstanding professional educators and human service providers, supporting their induction and continuing education, promoting research and development in their fields, and influencing policy to enhance their efforts. Professional education programs are designed to produce professional educators and human service providers who understand the content of their disciplines, understand the development of learners, understand differences among diverse learners, manage and motivate learners well, design effective learning strategies, communicate powerfully, plan and integrate subject matter clearly, evaluate learner development effectively, engage in professional reflection and growth, and participate in the life of their professional community.

Demographic Characteristics

Approximately 18,000 students attend Ball State University through full or part-time enrollment in the university's 169 undergraduate and 107 graduate programs. Enrollment in professional education programs is 4,306, making Ball State one of the largest producers of teachers and school professionals in the region. Females make up 57 percent of the students enrolled full time in professional education programs.

Professional education students at Ball State come largely from Indiana. The ethnic breakdown of full-time students enrolled in professional education is 95 percent White, 3 percent Black and 1 percent Hispanic, with Asian & other ethnic categories accounting for less than 1 percent each of the professional education student population. The students in the Title II reporting group reflect these demographic characteristics.

Institution Type

As of fall 2000, Ball State is considered a "gatekeeper" and "exit" institution. That is, passage of the state mandated licensure test of basic skills is now required for entry into professional education programs, and passage of required subject mastery tests is required for program completion. In taking this position, Ball State is committed to ensuring that every student who graduates with a professional education degree will be eligible for professional licensure. Program completers who entered the program prior to fall 2000 would not have been subject to these provisions, accounting for the less than 100 percent pass rate reported in the basic skills area. As the gatekeeper policy takes effect, pass rates will move toward 100 percent.

Program Characteristics

1. The number of students admitted into Ball State University professional education programs in all specializations during the academic year 2000-2001 was **4,306** (includes full and part time, graduate and undergraduate).
2. The number of students in supervised student teaching in academic year 2000-2001 was **763**.
3. The total number of faculty members who supervised student teachers was **95**.
 - a. The number of full-time faculty in professional education who supervised student teachers was **42**.
 - b. The number of part-time faculty in professional education, but full-time in the institution was **18**.
 - c. The number of part-time faculty in professional education, not otherwise employed by the institutions was **35**.
4. The student teacher faculty ratio was **1:8**.
- 5a. The average number of student teaching hours required per week was **40**.
- 5b. The total number of weeks of supervised student teaching ranged from **10 weeks** full time to **16 weeks** full time
- 5c. The average total number of hours required in student teaching was **592**.

State, Regional, and National Accreditation Information

Ball State is accredited by the North Central Association of Colleges and Schools. All teacher education and licensing programs are accredited by the Indiana Professional Standards Board (IPSB) and by the National Council for Accreditation of Teacher Education (NCATE).

Special Program Features

Some of the significant qualities that characterize Ball State's professional education programs are the following:

- Ball State students participate in community service activities as a part of their programs. This required civic engagement expands their understanding of people and the needs of people both inside and outside the schools.
- Ball State students are engaged in classrooms throughout their programs. Supervised experiences in school classrooms begin in most cases in the freshman year and continue each year, so that when student teaching comes, Ball State students are thoroughly prepared to work with K-12 students.
- Ball State students are increasingly engaging in field experiences *in Professional Development Schools* -- schools with which Ball State has established special professional relationships to improve teaching and learning of faculty and students. There are currently 23 schools in the Ball State University Professional Development School Network, with more being added each year.

- Ball State students benefit from the resources of Burriss Laboratory School and the Indiana Academy for Mathematics, Science, and Humanities -- the only laboratory school and the only residential school for gifted and talented high school students in the state of Indiana.
- Ball State students benefit from the fact that teacher preparation is a campus-wide responsibility. Building on Ball State's roots as a teachers college, faculty from six different colleges are involved in the preparation of teachers. As a result, faculty experts from all areas of study are dedicated to and involved with preparing teachers for Indiana's classrooms.
- Ball State students have several opportunities for overseas studies in professional education. Programs are currently available in England, France, Jamaica, and Mexico.
- Ball State demands quality in the students accepted into professional education programs and thus is highly selective. In many cases, requirements for teacher preparation programs are higher than those for other academic majors.
- Ball State students benefit from the comprehensiveness of the university's teacher preparation offerings. Programs are available for nearly every type of teaching license, and at all levels of study, including master's and doctoral programs in professional education. This historically strong pattern of dedication to professional education at all levels brings a particular richness and intellectual vitality to professional preparation for Ball State students.
- Ball State students benefit from the institution's commitment to and involvement with significant national organizations and institutions dedicated to excellence in professional education, such as the Holmes Partnership, the Council of the Great City Colleges of Education, and the Teacher Education Council of State Colleges and Universities.
- Ball State's active role in achieving significant awards and grants for its work in teacher preparation brings multiple benefits and resources to Ball State students. Ball State currently has major grants from the U.S. Office of Education for Teacher Quality Enhancement and for Preparing Tomorrow's Teachers to use Technology, as well as a grant from the Council for Basic Education and the American Association for Colleges of Education to implement standards-based education. In addition, Ball State's Teachers College is the location for major centers and institutes, such as the Indiana Center for Early Childhood Development and the Center for Gifted Studies and Talent Development. Ball State faculty are currently leading funded projects to create an exemplary reading program and to study and evaluate the Prime Time program in Indiana. These activities contribute to a high level of scholarship and professionalism among faculty, which is transmitted to students.

These and other attributes of Ball State's program indicate the high levels of effort, achievement, and expectation that characterize professional education on the Ball State campus. Building on an outstanding tradition of excellence in teacher preparation, Ball State is continuing to exercise leadership in teacher preparation across the state and nation.

Aggregate Institution-Level Pass-Rate Data

From July 1, 2000 through June 30, 2001, 608 students were reported as completing programs at Ball State University leading to licensure for teaching. This includes students completing undergraduate degree programs and students with baccalaureate degrees who returned to obtain teaching licenses. For these students, aggregate pass rates for the various types of assessments employed were as follows:

<u>Type of Assessment</u>	<u>Number Taking Assessment</u>	<u>Number Passing Assessment</u>	<u>Institutional Pass Rate</u>
Basic Skills	596	569	95%
Professional Knowledge	10	10	100%
Academic Content Areas	490	487	99%
Other Content Areas	24	23	96%
Teaching Special Populations	45	45	100%
Summary Totals and Pass Rates	608	579	95%

Single-Assessment Institution Level Pass-Rate Data

The following table shows the pass-rate data for each of the individual assessments for Ball State program completers. Pass-rate data are available only for those areas in which 10 or more individuals completed the particular test.

<u>Type of Assessment</u>	<u>Number Taking Assessment</u>	<u>Number Passing Assessment</u>	<u>Institutional Pass Rate</u>
Basic Skills			
Communication Skills	36	36	100%
General Knowledge	51	51	100%
Professional Knowledge	45	45	100%
PPST Reading	301	298	99%
CBT Reading	256	248	97%
PPST Writing	342	339	99%
CBT Writing	211	209	99%
PPST Mathematics	313	304	97%
CBT Mathematics	240	224	93%
Professional Knowledge			
Pre-Kindergarten Education	10	10	100%
Academic Content Areas			
Educ in the Elementary School	20	20	100%
Elem Ed Curr Instr Assessment	250	248	99%
Early Childhood Education	19	19	100%
English Lang & Literature	4		
Eng Lang Lit Comp Cont Know	32	31	97%
Mathematics	5		
Social Studies: Content Knowledge	27	27	100%
Physical Education	17	17	100%
Business Education	20	20	100%
Music Education	25	25	100%
Art Education	19	19	100%

<u>Type of Assessment</u>	<u>Number Taking Assessment</u>	<u>Number Passing Assessment</u>	<u>Institutional Pass Rate</u>
Academic Content Areas (cont.)			
French	3		
German	1		
Spanish	4		
Biology	9		
Chemistry	5		
Physics	1		
Reading Specialist	30	30	100%
Psychology	4		
General Science	5		
Earth/Space Science	2		
Economics	1		
Geography	8		
Government/Political Science	7		
Other Content Areas			
Technology Education	12	12	100%
Home Economics Education	1		
Speech Communication	4		
Library Media Specialist	3		
Health Education	4		
Teaching Special Populations			
Ed of Students w/ Mental Ret	7		
Tchng Students w/Emot. Disturb.	1		
Tchng Students w/Lrng Dis.	37	37	100%

Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instruction used in the *Reference Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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