

Annual Institutional Report on
Teacher Preparation

Academic Year: **2001-2002**

Ball State University
Teachers College

Submitted by
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BALL STATE UNIVERSITY
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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 3,812, making Ball State one of the largest producers of teachers and school professionals in the region. Females make up 72 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 Caucasian, 3 percent Black American and 1 percent Hispanic American, with Asian American and 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

Ball State is considered a "gatekeeper" and "exit" institution. That is, passage of the state mandated licensure test of basic skills is 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 2001-2002 was **3,812** (includes full and part time, graduate and undergraduate).
2. The number of students in supervised student teaching in academic year 2001-2002 was **739**.
3. The total number of faculty members who supervised student teachers was **91**.
 - a. The number of full-time faculty in professional education who supervised student teachers was **37**.
 - b. The number of part-time faculty in professional education, but full-time in the institution was **25**.
 - c. The number of part-time faculty in professional education, not otherwise employed by the institutions was **34**.
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 **520**.

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 30 schools in the Ball State University Professional Development School Network.

- Ball State students benefit from the resources of Burriss Laboratory School and the Indiana Academy for Science, Mathematics, and Humanities -- the only laboratory school and the only residential school for gifted and talented high school students in the state of Indiana.
- An introductory course is now required of all teaching majors and in this class students begin the development of a digital portfolio, used for assessment of student performance.
- 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. In addition, Ball State's Teachers College is the location for major centers and institutes, such as the Center for Collaboration in Educational Development, Indiana Education Project, 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 varying educational programs. 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, 2001 through June 30, 2002, 628 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	606	583	96%
Professional Knowledge	7		
Academic Content Areas	482	480	100%
Other Content Areas	32	32	100%
Teaching Special Populations	35	34	97%
Summary Totals and Pass Rates	628	603	96%

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	15	15	100%
General Knowledge	16	15	94%
Professional Knowledge	13	13	100%
PPST Reading	317	310	98%
CBT Reading	257	256	100%
PPST Writing	344	338	98%
CBT Writing	233	232	100%
PPST Mathematics	322	318	99%
CBT Mathematics	247	243	98%
Computerized PPST Reading	10	9	90%
Computerized PPST Writing	8		
Computerized PPST Math	13	8	62%
Professional Knowledge			
Pre-Kindergarten Education	7		

<u>Type of Assessment</u>	<u>Number Taking Assessment</u>	<u>Number Passing Assessment</u>	<u>Institutional Pass Rate</u>
Academic Content Areas			
Educ in the Elementary School	8		
Elem Ed Curr Instr Assessment	269	269	100%
Early Childhood Education			
English Lang & Literature			
Eng Lang Lit Comp Cont Know	38	38	100%
Mathematics	4		
Mathematics: Content Knowledge	9		
Social Stud: Content Knowledge	38	38	100%
Physical Education	1		
Physical Ed: Content Knowledge	17	16	94%
Business Education	9		
Music Education	5		
Music Ed: Content Knowledge	24	24	100%
Art Education	4		
Art: Content Knowledge	14	14	100%
French			
German	1		
Spanish	1		
Spanish: Content Knowledge	3		
Spanish: Productive Lang Skills	3		
Biology	5		
Chemistry	1		
Chemistry: Content Knowledge	1		
Physics: Content Knowledge	1		
Reading Specialist	283	283	100%
Psychology			
General Science	7		
Earth/Space Science	3		
Economics			
Geography	1		
Government/Political Science			
Other Content Areas			
Technology Education	14	14	100%
Family and Consumer Sciences	9		
Speech Communication	2		
Library Media Specialist	3		
Health Education	4		

<u>Type of Assessment</u>	<u>Number Taking Assessment</u>	<u>Number Passing Assessment</u>	<u>Institutional Pass Rate</u>
Teaching Special Populations			
Ed of Students w/ Mental Ret	1		
SE Students w/ Mental Ret	6		
SE Knowledge: Based Core Princ	27	27	100%
Educ Except Students: Cont Know	2		
Tchng Students w/Emot. Disturb.			
Tchng Students w/Lrng Dis.	8		
SE Learning Disabilities	10	10	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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