Annual Institutional Report on Teacher Preparation

Academic Year: 2004-2005

Ball State University Teachers College

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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 professional practice and continuing education, promoting research and development in their fields and influencing policy to enhance their efforts. Professional education programs are designed to produce outstanding 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, 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 the professional community.

Demographic Characteristics

Approximately 20, 506 students attend Ball State University through full (85 %) or part-time enrollment in the university's 169 undergraduate and 107 graduate programs. Approximately 4010 individuals are enrolled in professional education courses with approximately 87 % of them identified as full time students. Ball State is one of the largest producers of teachers and other school professionals in the region. Approximately 71 % of the student population enrolled in professional education courses is female.

The majority of the student population comes from Indiana. Individuals who report their ethnicity as "white/not Hispanic" make up 93 % of the population in professional education. Approximately 3 % of the students enrolled in the unit are identified as "African American, not Hispanic." Hispanic and other ethnic groups account for the remaining 4 % of the student population.

Institution Type

Ball State is considered a "gatekeeper" and "exit" institution. Passage of the state mandated Praxis I tests of basic skills is required for admission to professional education courses. For students who initiated their teacher preparation programs in the fall of 2000, passage of the content area tests required for licensure is required as part of the Unit Assessment System for program completion. Thus, the majority of students in the current reporting year were required to meet licensing requirements prior to graduation. In taking this position, the institution is committed to ensuring that every student who graduates or completes a licensure program will be eligible for professional licensure.

Program Characteristics

- 1. The number of students admitted to Ball State professional education programs in all specializations during the 2004-2005 academic year was **4010**. This number includes full and part time students, both at the undergraduate and graduate levels.
- 2. The number of students in supervised student teaching placements during the 2004-2005 academic year was 757. It should be noted that dual majors and Early Childhood Education majors in this cohort year had multiple placements.
- 3. The total number of faculty who supervised student teachers was 101.
 - a. The number of full time faculty in professional education who supervised student teachers was 5.
 - b. The number of part-time faculty in professional education, but full time in the institution who supervised student teachers was **48**.
 - c. The number of part-time faculty in professional education, not otherwise employed by the institution was **48**.
- 4. The student teacher: faculty ratio was **7.5:1**.
- 5. a. The average number of student teaching hours required per week was 40.
 - b. The total number of weeks of supervised student teaching ranged from 10 weeks to 16 weeks.
 - c. The average total number of hours required in student teaching was 601.

State, Regional, and National Accreditation Information

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

Special Program Features

There are a number of significant qualities that contribute to the unique experience of the Ball State teacher education candidates. Among these programmatic experiences are

- Ball State students begin their supervised classroom experiences during their introductory coursework in their first year at the institution.
- Ball State students participate in community service activities as an integral part of their programs.
- Ball State students are required to participate in professional development opportunities beyond the traditional classroom through the Professional Growth Plan.
- Currently there are 21 schools that are part of the Ball State University Professional Development School Network. These schools are an integral component of the field experiences for a significant number of our pre-service teachers.
- Burris Laboratory School, the only laboratory school in the state of Indiana, provides a significant resource for the field experiences of the pre-service teachers.

- The Indiana Academy for Science, Mathematics, and Humanities, while providing a unique opportunity for gifted students to experience challenging courses in the humanities as well as mathematics and science, is a resource for the Ball State students to expand their knowledge of exceptional learners.
- Education students at Ball State benefit from the fact that the institution offers programs which provide almost all of the educator licensing options available in the state.
- Ball State is a member of the Holmes Partnership, the Council of the Great City Colleges of Education, and the Teacher Education Council of State Colleges and Universities.
- Ball State is a charter member of the National Association for Professional Development Schools
- As the only higher education institution in the state to authorize charter schools, Ball State
 provides leadership both in the implementation of charter schools and the development of
 related education policy. This initiative has led to the development of the Virtual Special
 Education Cooperative, which employs advanced technologies statewide to meet
 accountability requirements and conduct case conferences.
- All teacher education majors are required to acquire an Apple laptop computer prior to reporting to campus. This technology is used to build the digital portfolio which is used to demonstrate performance throughout the teacher education programs and to meet technology standards. Currently, Ball State is the only program in Indiana and one of the few in the nation with this level of commitment to technology.
- Ball State is a partner with Indianapolis Public Schools in the TEACH Academy, a magnet school for ninth grade students who aspire to become educators.
- The American Association for Colleges of Teacher Education has recognized the college for Best Practices awards for diversity (2004) and for international education and global studies (2005).
- Ball State received the 2005 Christa McAuliffe Award for Excellence in Teacher Education by the American Association of State Colleges and Universities (AASCU).
- In a survey conducted by Intel Corporation in conjunction with the Center for Digital Education and published in the U.S. News & World Report Ball State University ranked as the number one wireless campus in the nation or, as the survey calls it, the "Most Unwired Campus."
- The college and the university strive to fulfill an educational mission beyond the traditional
 expectations of teacher education through such activities as the electronic field trips. These
 live, interactive broadcasts from the nation's great museums and scientifically important
 locations are provided through collaboration with corporate partners and scientific
 organizations.

Aggregate Institution Pass Rate 2004-2005 Academic Year

From July 1, 2004 through June 30, 2005, 517 students completed programs at Ball State University leading to licensure. All of those students had matched testing data in the Educational Testing Service database within 5 years of program completion. This number includes students completing undergraduate programs, and post-baccalaureate students returning to obtain initial teaching licenses. This report excludes individuals who completed their teacher preparation through the Transition to Teaching program.

Indiana

Aggregate Pass Rates by Category Ball State University

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Type of Assessment	Number Taking Assessment	Number Passing Assessment	BSU Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Aggregate - Basic Skills	496	489	99%	4138	4070	98%
Aggregate - Professional Knowledge	1			17	17	100%
Aggregate - Academic Content Areas	427	424	99%	4035	3926	97%
Aggregate - Other Content Areas	31	31	100%	140	139	99%
Aggregate - Teaching Special Populations	46	45	98%	226	225	100%
Summary Totals and Pass Rates	517	506	98%	4329	4182	97%

Single-Assessment Pass-Rate Data 2004-2005 Academic Year

The following table shows the pass-rate data for the individual assessments taken by Ball State program completers. Pass rates are only calculated for assessments taken by more than 10 completers. Program completers take multiple assessments and, in the case of basic skills tests, may take the test in a different format if not successful on the first attempt. Therefore, the number of test takers is greater than the number of program completers.

Individual Assessment Pass Rates Ball State University

Indiana

	ı	Ban Stat	e University	ı	Indiana				
Type of Assessment	Code	Number Taking Assessment	Number Passing Assessment	BSU Pass Rate	Number Taking Assessment	Number Passing Assessment	State Pass Rate		
Basic Skills									
PPST READING	710	224	222	99%	1309	1286	98%		
CBT READING	711	36	35	97%	349	342	98%		
PPST WRITING	720	229	228	100%	1353	1342	99%		
CBT WRITING	721	43	42	98%	355	349	98%		
PPST MATHEMATICS	730	231	230	100%	1329	1319	99%		
CBT MATHEMATICS	731	42	41	98%	342	332	97%		
CPPST READING	5710	232	231	100%	2448	2435	99%		
CPPST WRITING	5720	212	210	99%	2383	2377	100%		
CPPST MATHEMATICS	5730	212	210	99%	2423	2409	99%		
Professional Knowledge									
PRE-K EDUCATION	530	1			17	17	100%		
Academic Content Areas									
ELEM ED CURR INSTRUC ASSESSMENT	011	260	259	100%	2303	2233	97%		
EARLY CHILD EDUCATION	020	26	26	100%	58	58	100%		
ENG LANG LIT COMP C K	041	16	15	94%	326	322	99%		
MATHEMATICS: CK	061	17	17	100%	166	161	97%		
SOCIAL STUDIES: CK	081	45	45	100%	402	399	99%		
PHYSICAL EDUCATION	090	1			1				
PHYSICAL ED: CK	091	23	23	100%	192	184	96%		
BUSINESS EDUCATION	100	3			31	31	100%		
MUSIC EDUCATION	110	1			1				
MUSIC C K	113	5			92	92	100%		
ART CK	133	13	13	100%	92	91	99%		
FRENCH CK	173	2			10	10	100%		
SPANISH CK	191	7			56	54	96%		
SPANISH PROD LANG	192	1			17	9	53%		
BIOLOGY C K	235	4			87	82	94%		
CHEMISTRY CK	245	2			35	34	97%		
READING SPECIALIST	300	259	259	100%	2348	2346	100%		
EARTH SCIENCE CK	571	1			18	18	100%		
Other Content Areas									
TECHNOLOGY EDUCATION FAMILY/CONSUMER	050	11	11	100%	42	41	98%		
SCIENCES	120	9			32	32	100%		
SPEECH COMMUNICATION	220	6			13	13	100%		
HEALTH EDUCATION	550	5			45	45	100%		
Teaching Special Populations									
SE STUDENTS W/M R	321	8			17	16	94%		
SE KNOWLEDGE Core Prin	351	29	29	100%	81	81	100%		
ED. EXCEPT STUDENTS: CK	353	16	16	100%	119	119	100%		
SE LEARN DISABILITIES	381	26	26	100%	100	100	100%		

Note: CK refers to Content Knowledge tests

HEA Title II Follow-up 2001-2002 Academic Year

Title II of the Higher Education Act requires that institutions provide follow-up data three years after the initial reporting of a program completer cohort. The purpose of this reporting is to update the pass rate calculation for test takers who may have taken assessments after the initial reporting period. The updated data on the 755 program completers for the 2001-2002 academic year are reported in the tables that follow.

Aggregate Pass Rates by Category Ball State University

Indiana

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Type of Assessment	Number Taking Assessment	Number Passing Assessment	BSU Pass Rate	Number Taking Assessment	Number Passing Assessment	State Pass Rate
Aggregate - Basic Skills	610	591	97%	4243	4124	97%
Aggregate - Professional Knowledge	7			56	56	100%
Aggregate - Academic Content Areas	493	491	100%	3992	3947	99%
Aggregate - Other Content Areas	32	32	100%	107	107	100%
Aggregate - Teaching Special Populations	38	37	97%	222	218	98%
Summary Totals and Pass Rates	632	611	97%	4387	4240	97%

Individual Assessment Pass Rates Ball State University

Indiana BSU Number Number Number Number State Pass Taking Passing **Taking** Passing Pass Type of Assessment Code Assessment Assessment Rate Assessment Assessment Rate **Basic Skills** COMMUNICATION SKILLS 92% 500 100% 50 15 15 46 GENERAL KNOWLEDGE 510 16 15 94% 41 37 90% PROFFSSIONAL 520 100% 32 31 97% **KNOWLEDGE** 13 13 **PPST READING** 317 98% 1699 1680 99% 710 311 711 257 100% 100% **CBT READING** 258 2249 2240 339 99% 99% **PPST WRITING** 720 344 1827 1810 **CBT WRITING** 721 234 233 100% 2159 2150 100% PPST MATHEMATICS 730 323 320 99% 1730 1710 99% **CBT MATHEMATICS** 731 248 244 98% 2207 2192 99% **CPPST READING** 5710 13 11 85% 201 172 86% CPPST WRITING 5720 11 100% 167 159 95% 11 **CPPST MATHEMATICS** 5730 15 13 87% 237 208 88% **Professional Knowledge** 7 PRE-KINDERGARTEN ED 530 56 100% 56 **Academic Content Areas** EDUCATION IN THE EL SCHOOL 010 96% 8 23 22 ELEM ED CURR INSTRUC 100% 100% **ASSESSMENT** 011 276 276 2272 2266 ENG LANG LIT COMP C K 041 38 38 100% 296 295 100% **MATHEMATICS** 060 4 100% 39 39 MATHEMATICS: C K 061 10 9 90% 144 141 98% SOCIAL STUDIES: CK 100% 98% 081 39 39 345 338 PHYSICAL EDUCATION 090 22 96% 1 23 PHYSICAL ED: C K 100% 95% 091 18 18 132 126 **BUSINESS EDUCATION** 100 100% 9 50 50 MUSIC EDUCATION 5 100% 110 30 30 115 100% MUSIC C K 113 24 100% 115 24 ART EDUCATION 130 4 22 22 100% 100% ART C K 133 15 100% 86 86 15 GERMAN 180 1 SPANISH 190 1 16 16 100% 3 SPANISH C K 191 41 38 93% SPANISH PROD. LANGUAGE 192 3 37 30 81% **BIOLOGY** 230 4 24 24 100% BIOLOGY C K 235 68 91% 1 62 **CHEMISTRY** 240 95% 1 21 20 CHEMISTRY C K 245 1 29 27 93% PHYSICS C K 265 1 12 100% 12 READING SPECIALIST 300 293 293 100% 2290 2287 100%

GENERAL SCIENCE	430	7			79	78	99%
EARTH/SPACE SCIENCE	570	3			10	10	100%
GEOGRAPHY	920	1			1		
Other Content Areas							
TECHNOLOGY EDUCATION	050	14	14	100%	26	26	100%
FAMILY/CONSUMER SCIENCES	120	9			27	27	100%
SPEECH COMMUNICATION	220	2			21	21	100%
LIBRARY MEDIA SPECIALIST	310	3			7		
HEALTH EDUCATION	550	4			26	26	100%
Teaching Special Populations							
ED OF STUDENTS W/M R	320	1			4		
SE STUDENTS W/M R	321	6			22	21	95%
SE KNOWLEDGE Core Prin.	351	29	29	100%	117	117	100%
ED EXCEPT STUDENTS: CK	353	3			15	14	93%
SE BEHAVIOR/EMOTIONAL	371	1			24	24	100%
TCHG STUDENTS W/L D	380	8			33	33	100%
SE LEARN DISABILITIES	381	10	10	100%	86	84	98%

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 Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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