National Council for Accreditation of Teacher Education





2004 NCATE Annual Report

(Part C of the AACTE Annual Report) [Non-Printable Version]

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Section 1 - Institutional Information:

NCATE ID: 11405 AACTE SID: 275

Institution: Ball State University
Unit: Teachers College

Next Accreditation Visit: S05 Last Accreditation Visit S03

Deadline to Submit Final 03/04/2005

Version of Part C:

Section 2 - Individual Contact Information

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Is the information above	Yes - Skip to NCATE Standards Section
accurate?	No - Please enter corrections below
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<u>Section 3</u> - NCATE Standards Categories & Weaknesses Section

Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

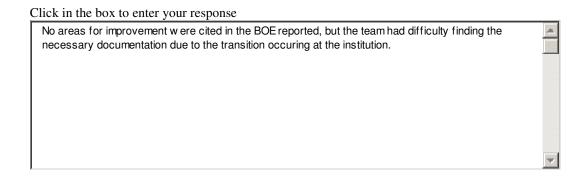
Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Click in the box to enter your response

At the time of the previous NCATE visit, BSU was transitioning to a more comprehensive Conceptual Framework for the institution -- "Expert Engagement in Context". No changes have been made to this document over the last year. However, efforts continue to further the integration of the CF and the shared vision since its adoption in 2003.

These efforts include 1) introduction of the abridged version of the CF document in all introductory courses, 2) integration of the CF in all NCATE course syllabi, 3) alignment of all performance assessments of students with the INTASC principles, which were embedded in the CF design, 4) use of the CF as a guideline for strategic planning for the college and university, and 5) revision of the Diversity Standards for Professional Education to integrate the conceptual framework.

Conceptual framework Areas for Improvement cited as a result of the last NCATE review:



Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Please describe the unit's plans for and progress in meeting this standard.

Click in the box to enter your response

At the time of the BOE visit, an extensive and sophisticated system for collecting and aggregating data had been developed for all initial programs. This was codified in a Decision Points Document that specified uniform assessments across all programs. At the advanced level, however, no such uniform system was possible and each program was in the process of developing its own structure for collecting, aggregating, and analyzing data. Though several programs had prepared explicit assessment programs and offered some aggregated data sets, the BOE rightly noted that a unit-wide system was not yet developed.

In response to the conditional status that was declared by NCATE for standards 1 and 2 at the advanced level, we sought to assemble a comprehensive summary of assessments utilized at the

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

(Advanced preparation) The unit's new Summary of Performance Assessments Across Five Elements of Candidate Performance in Standard 1 does not provide performance data to document that candidates possess content knowledge.

(Advanced preparation) The unit's new Summary of Performance Assessments Across Five Elements of Candidate Performance in Standard 1 does not provide performance data to document that candidates possess professional knowledge and skills.

Please indicate how the unit has addressed these Areas for Improvement (Optional).				
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Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Click in the box to enter your response

Work on the implementation of the Unit Assessment System and its integration into unit operations continues to be expanded and refined. Several endeavors have facilitated this work as outlined below.

1) During the past year, the rGrade software package for the collection and analysis of assessment data across disciplines and programs has been refined and its application extended. Multiple training workshops have been conducted for both education and content area faculty members.

2) In all of the introductory courses, conceptual framework elements are related to various requirements and assessments required throughout the program. Movement toward consistent evaluation of performance of all candidates has been facilitated by the use of approved documents and the use of the rGrade software.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

The unit's assessment system, assessments, and rubrics are not linked to the conceptual framework.

(Advanced Preparation) No advanced program has yet documented compliance with the unit's new Assessment Plan for advanced professional education programs.

Although unit operations are addressed by the unit's new Assessment Plan, no program area has yet documented how it will comply with the three plan elements related to unit operations.

Please indicate how the unit has addressed these Areas for Improvement (Optional). Click in the box to enter your response

In summary, the relationship and alignment of the conceptual framew ork to candidate performance has been articulated in the design of the conceptual framew ork itself and is being made increasingly explicit within coursew ork and activities. The conceptual framew ork document is being systematically introduced to all initial candidates at the onset of their programs as a part of their orientation to professional education. This document is also being utilized in advanced programs and with school partners to build a consistent conceptual base for professional expectations. The conceptual framew ork has been integrated into all professional education course syllabi, thus making explicit to instructors and faculty the relationship of conceptual framew ork themes to course activities and assessments. The conceptual framew ork is explicitly linked to at least major components of the assessment system, and integrally linked to many other components through its relationship to the

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Click in the box to enter your response

During the past year, the evaluation of the student teaching field experiences has moved to a web-based reporting system. This facilitates the data collection procedures and expedites the data aggregation procedures for reporting and evaluation of program effectiveness.

Beginning with field placements for the 2005-06 academic year, student teaching placements will be restricted to within a 75 mile radius of the Muncie campus with few exceptions. This will facilitate supervision by experienced university supervisors with consistent expectations for all students.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

(Advanced preparation level) The unit does not have systematic and explicit guidelines that delineate requirements for field experiences at the advanced preparation level. (Advanced preparation level) The unit does not systematically collect assessment data during field experiences.

Please indicate how the unit has addressed these Areas for Improvement (Optional). Click in the box to enter your response

Compliance with the unit's new Assessment Plan for Advanced Professional Education Programs by all advanced programs is scheduled for fall 2004. All programs have reported their requirements for field experience eligibility where they exceed those for the undergraduate programs. Documentation of each program's compliance with the plan will be presented to the NCATE program review panel in spring 2005.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Click in the box to enter your response

During the past year, representatives of the Dean's office and the Office of Teacher Education Services have met with representatives of school corporations with diverse K-12 student populations. The purpose of these meetings was to develop partnerships with these schools that build on the Professional Development School model. Enrollment data from the schools that have committed to the partnership concept and accept cohorts of BSU students for field experiences document significant percentages of students receiving free and reduced lunch, representing ethnic minorities, and/or exhibiting exceptionalities. These developing partnerships should contribute significantly to the range of experiences available to both undergraduate and graduate students.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

(Advanced preparation level) Not all candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

(Advanced preparation level) Advanced programs do not consistently provide opportunities for candidates to demonstrate knowledge, skills, and dispositions related to diversity.

Candidates do not have opportunities to interact with diverse peers.

Candidates do not have opportunities to interact with diverse faculty.

Please indicate how the unit has addressed these Areas for Improvement (Optional). Click in the box to enter your response

Compliance with the Unit Assessment System data reporting requirements should provide the requisite evidence to support the contention that Advanced Programs strive to provide diverse opportunities for their candidates.

The Advanced Level programs are also accredited by other accrediting organizations, for example the National Association of School Psychologists (NASP), Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, and the Council for Accreditation of Counseling and Related Education Programs (CACREP). Because of the requirements of these organizations and the requirements for certification by other organizations, such as the Certificate of Clinical Competence of the American Speech-Language-Hearing Association, a variety of constraints are placed on the field

Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Click in the box to enter your response

The conceptual framew ork is being integrated into the official NCATE course syllabi for all professional education courses. Faculty are currently in the process of revising all course syllabi to include a specific section that addresses the relationship of the three conceptual framew ork themes to course content and activities. This explicit inclusion of conceptual framew ork linkage to course syllabi formalizes for both candidates and faculty the expectation, and therefore the necessary assessment of conceptual framew ork elements.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Faculty teaching does not reflect the unit's conceptual framework.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

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The completion of the transition to the new conceptual framework and the revision of the syllabi should	4
directly address this Area for Improvement.	
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Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:

Click in the box to enter your response

The university has approved a 100% increase in the budget line for the college to support technology initiatives by the college. These funds represent significant new monies to continue and expand these activities.

In response to the growing demands in the graduate and research programs, the university approved a new full time Associate Dean. After a national search, a candidate has been identified. Beginning July 1, 2005, the Associate Dean for Graduate Studies and Assessment will assume those responsibilities.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

The unit relies heavily on part-time and contractual faculty.

Please indicate how the unit has addressed these Areas for Improvement (Optional). Click in the box to enter your response

The use of part-time and contractual faculty in the unit has been a part of unit operations for some time. It is accurate to note that the level of use of such faculty had not changed since our last NCATE visit. The use of part-time and contractual faculty enables the university to respond to a rapidly increasing student enrollment in some programs while maintaining a relatively low average class size (21.25 students per class for the most recently completed semester).

Hiring patterns, as described in our Institutional Report, have necessitated continued reliance on parttime and contractual faculty. We will continue to work toward a reduction in the number of such faculty. As noted in the discussion of Standard 3 above, we are beginning to restrict the placement of our students for field experiences to a geographinc area closer to the Muncie campus. This should

Section 4 - Program Completers

The total number of candidates who completed education programs within NCATE's scope (intial & advanced) during the 2003-2004 academic year?

Enter the Name of the Person Filling Out the Report:

Judy Miller

(NOTE: If you submit the report as a final version, you will not be able to edit it again)