

Name of Institution: Ball State University
 Institution/Program Type: Alternative, IHE-based
 Academic Year: 2008-09
 State: Indiana
 Address: 2000 West University Ave
 Muncie, IN, 46306
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No
Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	No
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes

Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	No
Interview	NA	No
Resume	NA	No
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test	NA	No
Other (specify: none)	NA	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.bsu.edu/teachers/ttt/>

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

The Transition to Teaching program meets statutory requirements.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	11
Unduplicated number of males enrolled in 2008-09:	2
Unduplicated number of females enrolled in 2008-09:	9

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	11
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	22.1
Number of students in supervised clinical experience during this academic year	11

Please provide any additional information about or descriptions of the supervised clinical experiences:

Students in the Transition to Teaching program have a field-based methods course in the fall semester, followed by a 16 week full semester student teaching experience in the spring

semester. These experiences are in different schools, and the adjunct faculty count reflects the number of supervising teachers involved in these placements.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	13	6	4
Elementary	12	5	2
Japanese	0	1	0
Family and Consumer Science	1	0	0
Life Science	0	0	1
Government and Civilization	0	0	1
Geography	0	0	1
Historical Perspectives	0	0	1

Section I.e Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2008-09: 11

2007-08: 7

2006-07: 0

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more

of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 6</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Students will participate in the Woodrow Wilson Teaching Fellowship Program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Aggressive recruitment and marketing campaign.</p>
Science	<p>Academic year: 2010-20</p> <p>Goal: 14</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Students will participate in the Woodrow Wilson Teaching Fellowship Program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Aggressive recruitment and marketing campaign.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 3</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Continued support of teachers on Emergency Permits.</p>

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: Goal: N/A Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
No

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

No

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

No

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	6					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	6					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	6					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	6					
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS)	6					

All program completers, 2008-09					
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	6				
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11		11	100	
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	6				
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	3				
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	3				
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	3				
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	11		11	100	
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	6				

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	11	11	100	
All program completers, 2007-08	7			

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All licensure students are required to complete an instructional unit which involves the collection and use of student performance data to inform instruction. All students must all design and present a summative portfolio which includes appropriate artifacts to document their preparation. Integration of technology, use of technology and data management are integral components of requirements for successful program completion.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
No
- participate as a member of individualized education program teams
No
- teach students who are limited English proficient effectively
No

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The alternative preparation program has a statutory limit on the number of courses/credit hours. Although sincere efforts are made to address these practices within the program, the coverage is limited by the time constraints in the program.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Ball State University
Alternative, IHE-based Program
2008-09