

Name of Institution: Ball State University
 Institution/Program Type: Alternative, IHE-based
 Academic Year: 2009-10
 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	Yes
Minimum SAT score	NA	Yes
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://cms.bsu.edu/Academics/CollegesandDepartments/Teachers/AcademicProg/TranstionTeaching/Elementa>

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 2009-10:	6
Unduplicated number of males enrolled in 2009-10:	0
Unduplicated number of females enrolled in 2009-10:	6

2009-10	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:	6
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

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	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0.5
Number of students in supervised clinical experience during this academic year	37

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Teaching	32
TOTAL	32

Subject area	Number prepared
Business	3
Computer Education	2
Elementary Generalist	11
Exceptional Needs	5
Fine Arts	2
Journalism	2
Language Arts	1
Mathematics	1
School Librarian	2
Science	1
Social Studies	2
Technology Education	3
TOTAL	32

Section I.e Program Completers

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

2009-10: 32

2008-09: 11

2007-08: 7

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? No</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. Woodrom Wilson Fellows had 4 program completers.</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. Woodrow Wilson Fellows had 10 program completers.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 3</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Continued support of teachers on Emergency Permits.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>For this year there were 2 program completers.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
None	<p>Academic year: 2010-20</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

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:

The most successful strategy to address the needs above is the development of the Woodrow Wilson Fellows program.

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	State Average scaled
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					rate (%)	score
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				94	169
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	666
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	6				76	162
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				100	169
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	4				100	176
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	4				100	180
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	13	183	13	100	98	180
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11	188	11	100	100	181
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	6				99	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	182

ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	1						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				88	155	
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	157	
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	4				60	146	
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	20	185	20	100	97	183	
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	22	183	22	100	99	183	
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	9				99	183	
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	6				99	183	
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	21	182	21	100	98	182	
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	23	181	23	100	99	182	
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	9				100	182	
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	6				99	182	
ETS0720 -PRAXIS I WRITING	20	178	20	100	99	178	

Educational Testing Service (ETS) Other enrolled students						
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	21	179	21	100	99	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	9				100	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	6				99	178
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	13	570	13	100	100	540
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	11	588	11	100	100	546
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	6				100	549
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				99	173
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	32	32	100	98
All program completers, 2008-09	11	11	100	99
All program completers, 2007-08	7			99

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
2009-10