

Name of Institution: Ball State University  
 Institution/Program Type: Traditional  
 Academic Year: 2009-10  
 State: Indiana  
 Address: 2000 W University  
 Muncie, IN, 47306  
 Contact Name: Dr. Judy Miller  
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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	Yes	NA
Fee/Payment	No	NA
Transcript	No	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA

Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: )	No	NA

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

<http://cms.bsu.edu/Academics/CollegesandDepartments/Teachers/CurrentStudents/TeacherEdHandbook.aspx>

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

Other upon passage of Decision point 2

Does your initial teacher certification program conditionally admit students? No

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

## 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:	538
Unduplicated number of males enrolled in 2009-10:	109
Unduplicated number of females enrolled in 2009-10:	335
<b>2009-10</b>	<b>Number enrolled</b>

<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	418
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	60
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty supervising clinical experience during this academic year	34.75
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	10.4
Number of students in supervised clinical experience during this academic year	707

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))

<b>Academic major</b>	<b>Number prepared</b>
Business Education	5
Chemistry	1
Computer Education	2
Early Childhood and Early Childhood Special Education	0
Early Childhood Education	10
Earth/Space Science	1
Economics--Social Studies	2
Elementary Education	152
Elementary Education--Special Education Dual Teaching	36
English/Language Arts	25
Family and Consumer Science	2
French	0
Geography--Social Studies	9
German	1
Government--Social Studies	9
Historical Perspectives--Social Studies	14
Japanese	2
Journalism	3
Latin	0

Life Science	5
Mathematics	14
Music Education: Instrumental & General	17
Music Education: Vocal & General	8
Physical Education	20
Physical Science	0
Psychology--Social Studies	4
School Health Education	19
Sociology--Social Studies	7
Spanish	6
Special Education (Hearing Impaired/Deaf)	7
Special Education (Mild Interventions)	38
Special Education (Severe Interventions)	10
Technology Education	4
Theatre	3
Visual Arts (All-Grade)	5
<b>TOTAL</b>	<b>386</b>

<b>Subject area</b>	<b>Number prepared</b>
Business	5
Career and Technical Education	2

Communication Disorders	0
Computer Education	0
Early Childhood Education	10
Elementary Generalist	188
English as a New Language	5
Exceptional Needs	91
Fine Arts	32
Health	19
Journalism	3
Language Arts	24
Mathematics	14
Physical Education	20
Reading	12
Science	7
Social Studies	15
Technology Education	4
World Languages	9
TOTAL	386

## **Section I.e Program Completers**

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

2009-10: 386

2008-09: 383

2007-08: 481

## 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	Academic year: 2010-11  Goal: 17  Goal met? No  Description of strategies used to achieve goal:  Increased enrollment in license addition programs  Description of steps to improve performance in meeting goal or lessons learned in meeting goal:  Inclusion in informational sessions for incoming students. The total for the current year is 12.
Science	Academic year: 2010-11  Goal: 20  Goal met? No

	<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> <p>The total for the current year is 6.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 50</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Increased enrollment in dual licensure programs</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Inclusion in informational sessions for incoming students.</p> <p>The total for the current year is 66.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Increased enrollment in license addition programs</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Inclusion in informational sessions for incoming students.</p> <p>The total for the current year is 4.</p>
None	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p>



	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
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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.

Yes

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.

Yes

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:

Review and alignment of programs to newly released state standards in currently underway.

## Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	22	178	22	100	100	172
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				87	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				98	171
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	170
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	6				100	647
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	652

ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	10	631	10	100	100	645
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				100	162
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	4				100	172
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	4					
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	8				100	645
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	171
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	170
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	5				97	169
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	29	177	29	100	100	173
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS)	24	177	24	100	99	174

All program completers, 2008-09						
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	43	173	43	100	100	173
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	4				99	180
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	26	181	26	100	99	181
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	22	177	21	95	100	181
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2007-08	41	177	41	100	100	181
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	52	175	41	79	89	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	162	180	162	100	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	174	180	174	100	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	216	179	216	100	99	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				94	175
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	25	177	25	100	100	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	178	11	100	100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	26	174	26	100	100	177
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	3				100	629
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	2				100	175
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	2				100	169
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	182
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	180
ETS0181 -GERMAN CONTENT KNOWLEDGE	1					

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1				100	696
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	5				100	679
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	5				100	691
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	14	716	14	100	100	706
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	2					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				85	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	166	14	100	97	156
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				99	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	17	155	17	100	98	157
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	25	172	25	100	99	171

All program completers, 2009-10						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22	167	22	100	100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	30	175	30	100	100	172
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				95	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	157	19	100	98	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13	158	13	100	98	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	21	162	21	100	99	160
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	2				93	163
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	710	182	709	100	99	182
ETS0730 -PRAXIS I MATHEMATICS	364	182	361	99	100	182

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	338	182	335	99	100	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	462	182	462	100	100	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				96	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	712	180	708	99	98	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	366	180	363	99	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	337	180	333	99	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	464	180	463	100	100	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	711	177	707	99	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	367	177	365	99	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	337	176	331	98	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	460	176	459	100	100	177



ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	53	496	53	100	100	519
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	170	519	170	100	100	522
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	174	516	174	100	100	520
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	215	520	215	100	100	526
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				95	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	167	14	100	100	166
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22	171	22	100	99	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	26	173	26	100	100	168
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				97	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				95	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				99	175
ETS0050 -TECHNOLOGY	2					

EDUCATION Educational Testing Service (ETS) Other enrolled students						
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				95	647
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	8				100	652

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	386	381	99	98
All program completers, 2008-09	363	354	98	98
All program completers, 2007-08	481	479	100	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 pre-service teachers are required to purchase a laptop computer upon enrollment in the program. Students establish their digital portfolio in their introductory class and have required artifacts that are posted throughout their preparation program, which culminates in a summative presentation prior to the conclusion of their student teaching experience. Use of technology is embedded in methods and field experience courses throughout the preparation program. During the student teaching experience, the required assessment of student learning unit plan is designed to include required components of data collection, analysis and interpretation. The program provides significant technology support to the candidates to facilitate this learning.

## 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.

Students enrolled in the Elementary Education Department's initial licensure program develop and engage in teaching activities with children from diverse backgrounds during practicum experiences that occur in community schools as well as in other locations such as Texas, England and Germany, where the teaching candidates enter schools with a high degree of language diversity. As part of student teaching, teaching candidates are required to assess students and develop an individualized learning plan based on assessment. This project provides candidates with information and experiences consistent with what occurs in the formulation of an individualized education plan. In addition, the department provides opportunities for student teaching to occur in international settings and in other states, giving candidates cross-cultural experiences teaching learners whose primary language may not be English. Finally, as part of a capstone experience, students engage in discussions regarding the process of identification of individuals with learning delays, including examining test scores, and how to develop and implement individualized educational programs for these students.

In EDRDG 430, BSU preservice teachers teach an elementary child who is struggling in reading in a one-on-one situation. The BSU preservice teachers administer a variety of literacy assessment to the child, analyze and interpret the test results, plan and implement an appropriate instructional program based on their child's needs. BSU preservice teachers will "present" their child cases to their classmates and discuss instructional options. This is similar to an aspect of an IEP meeting. In both EDRDG 400 and 430, teaching literacy to diverse learners is a topic of the course.

Students in the dual major program have specific courses in special education that encompass strategies for ELLS. The general curriculum has been revised and beginning in the fall of 2010, all elementary education majors will be required to take a specific courses (EDEL 244) which addresses diverse learners and multicultural education.

Students in secondary education programs have diverse field experiences beginning with their introduction to education class in their freshman year. The junior level practicum courses have been revised to include modules in special education.

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

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes

- teach students who are limited English proficient effectively  
No

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.

A 3-week IEP unit in the required SPCED 376 course focuses on all components of IEPs as well as the IEP

process/case conference committee. The emphasis is on writing Present Level of Academic Achievement and Functional Performance, annual goals, and accommodations. Using a case study, students write an IEP in groups of four.

Starting fall 2010, the literacy unit in SPCED 376 will include a

section on teaching reading to ELL students; students will observe an ELL student in a classroom during reading instruction.

SPCED 688

Currently in SPCED 688 the focus is on studying IEPs, using Bateman's IEP book; a focus on all aspects of IEPs.

Students in SPCED 688 develop a differentiated instruction lesson for English language learners and a plan for their classroom. After teaching the lesson, students have to

reflect on the process, including the impact of student differences(cultural and ELL students where appropriate) on learning. ELL learners are not specifically targeted since many of the teachers who are taking this course do not have ELL students in their classrooms.

Starting Fall 2010, course material the special ed courses for teaching reading will include strategies for ELL students.

## **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  
Traditional Program  
2009-10