

Name of Institution: Ball State University
 Institution/Program Type: Alternative, IHE-based
 Academic Year: 2010-11
 State: Indiana
 Address: 2000 West University Ave
 Muncie, IN, 46306
 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	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
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 2010-11:	27
Unduplicated number of males enrolled in 2010-11:	3
Unduplicated number of females enrolled in 2010-11:	12

2010-11	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:	12
Two or more races:	3

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	10.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	60.25
Number of students in supervised clinical experience during this academic year	34

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6

Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	1
Specify: Physical Science (Chemistry and Physics)	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	35
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	

Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	

Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 35

2009-10: 32

2008-09: 11

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. The number of program completers was 5.</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? Yes</p>

	<p>Description of strategies used to achieve goal:</p> <p>Students will participate in the Woodrow Wilson Teaching Fellowship Program. The number of program completers was 16.</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: 2010-11</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>

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.

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. Special education license candidates enter the program with degrees in other content areas and content preparation is not part of the licensing program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate	State Average	State Average
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Group	tests	score	tests	(%)	pass rate (%)	scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	179
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				94	172
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				97	168
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	4				85	164
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	6				89	168
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, 2010-11	2				100	177
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, 2010-11	2				99	178

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, 2010-11	12	184	12	100	100	184
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
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	2				86	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				92	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				90	160
ETS0265 -PHYSICS CONTENT KNOWLEDGE II	5				80	161

Educational Testing Service (ETS) Other enrolled students						
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	3				87	157
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	13	184	13	100	96	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	33	184	33	100	99	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
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	13	183	13	100	97	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	33	183	33	100	99	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
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	13	180	13	100	99	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	33	178	33	100	100	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	21	179	21	100	99	179
ETS0720 -PRAXIS I WRITING	9				100	178

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	12	575	12	100	100	557
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
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				97	173
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	172
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1					
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, 2010-11	35	34	97	97
All program completers, 2009-10	32	32	100	98
All program completers, 2008-09	11	11	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 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 Transition to Teaching 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
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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
Alternative, IHE-based Program
2010-11