

Annual Institutional Report  
on  
Teacher Preparation

Academic Year: 2005-2006

Ball State University  
Teachers College

Submitted by  
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# **BALL STATE UNIVERSITY**

## **Annual Institutional Report on Teacher Preparation**

### **Submitted to the Indiana Department of Education Division of Professional Standards**

**April 2, 2007**

#### **Mission**

Ball State University is committed to demonstrating excellence in P-12 education by preparing outstanding professional educators and human service providers, supporting their professional practice and continuing education, promoting research and development in their fields and influencing policy to enhance their efforts. Professional education programs are designed to produce outstanding educators and human service providers who understand the content of their disciplines, understand the development of learners, understand differences among diverse learners, manage and motivate learners, design effective learning strategies, communicate powerfully, plan and integrate subject matter clearly, evaluate learner development effectively, engage in professional reflection and growth, and participate in the life of the professional community.

#### **Demographic Characteristics**

Approximately 20,030 students attend Ball State University through full (85%) or part-time enrollment in the university's 169 undergraduate and 107 graduate programs. Approximately 4048 individuals are enrolled in professional education courses with approximately 74% of them identified as full time students. Ball State is one of the largest producers of teachers and other school professionals in the region. Approximately 70% of the student population enrolled in professional education courses is female.

The majority of the student population comes from Indiana. Individuals who report their ethnicity as "white/not Hispanic" make up 92% of the population in professional education. Approximately 3 % of the students enrolled in the unit are identified as "African American, not Hispanic." Hispanic and other ethnic groups account for the remaining 5% of the student population in the unit.

#### **Institution Type**

Ball State is considered a "gatekeeper" and "exit" institution. Passage of the state mandated Praxis I tests of basic skills is required for admission to professional education courses. For students who initiated their teacher preparation programs in the fall of 2000, passage of the content area tests required for licensure is required as part of the Unit Assessment System (UAS) for program completion. Students with documented disabilities can apply for a waiver of the testing requirements. This process is aligned with the state proficiency evaluation, so that students who qualify for a waiver have a reasonable expectation of meeting state licensing requirements. Thus, the majority of students in the current reporting year were required to meet licensing requirements

prior to graduation. In taking this position, the institution is committed to ensuring that every student who graduates or completes a licensure program will be eligible for professional licensure.

### **Program Characteristics**

1. The number of students admitted to Ball State professional education programs in all specializations during the 2005-2006 academic year was **4048**. This number includes full and part time students, both at the undergraduate and graduate levels.
2. The number of students in supervised student teaching placements during the 2005-2006 academic year was **725**. It should be noted that dual majors and Early Childhood Education majors and special education majors in this cohort year had multiple placements.
3. The total number of faculty who supervised student teachers was **93**.
  - a. The number of full time faculty in professional education who supervised student teachers was **5**.
  - b. The number of part-time faculty in professional education, but full time in the institution who supervised student teachers was **49**.
  - c. The number of part-time faculty in professional education, not otherwise employed by the institution was **39**.
4. The student teacher:faculty ratio was **7.7:1**.
5.
  - a. The average number of student teaching hours required per week was **40**.
  - b. The total number of weeks of supervised student teaching ranged from 10 weeks to 16 weeks.
  - c. The average total number of hours required in student teaching was approximately **600**.

### **State, Regional, and National Accreditation Information**

Ball State is accredited by the North Central Association of Colleges and Schools. All teacher education and initial licensing programs are accredited by Division of Professional Standards (DPS) of the Indiana Department of Education and by the National Council for Accreditation of Teacher Education (NCATE). The School of Music is accredited by the National Association of Schools of Music (NASM). The technology education program is recognized by International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE).

### **Special Program Features**

There are a number of significant qualities that contribute to the unique experience of the Ball State teacher education candidates. Among these programmatic experiences are

- Ball State students begin their supervised classroom experiences during their introductory coursework in their first year at the institution.
- Ball State students participate in community service activities as an integral part of their programs.
- Ball State students are required to participate in professional development opportunities beyond the traditional classroom through the Professional Growth Plan.

- Currently there are 20 schools that are part of the Ball State University Professional Development School Network. These schools are an integral component of the field experiences for a significant number of our pre-service teachers.
- Burriss Laboratory School, the only laboratory school in the state of Indiana, provides a significant resource for the field experiences of the pre-service teachers.
- The Indiana Academy for Science, Mathematics, and Humanities, while providing a unique opportunity for gifted students to experience challenging courses in the humanities as well as mathematics and science, is a resource for the Ball State students to expand their knowledge of exceptional learners.
- Education students at Ball State benefit from the fact that the institution offers programs which provide almost all of the educator licensing options available in the state.
- Ball State is a member of the Holmes Partnership, the Council of the Great City Colleges of Education, and the Teacher Education Council of State Colleges and Universities.
- Ball State is a charter member of the National Association for Professional Development Schools.
- As the only higher education institution in the state to authorize charter schools, Ball State provides leadership both in the implementation of charter schools and the development of related education policy. This initiative has led to the development of the Virtual Special Education Cooperative, which employs advanced technologies statewide to meet accountability requirements and conduct case conferences.
- All teacher education majors are required to acquire an Apple laptop computer prior to reporting to campus. Technology is used to build the digital portfolio which is used to demonstrate performance throughout the teacher education programs and to meet technology standards. Currently, Ball State is the only Indiana program and one of the few in the nation with this level of commitment to technology.
- Ball State is a partner with Indianapolis Public Schools in the TEACH Academy, a magnet school for ninth grade students who aspire to become educators.
- The American Association for Colleges of Teacher Education has recognized the college for Best Practices awards for diversity (2004) and for international education and global studies (2005).
- Ball State received the 2005 Christa McAuliffe Award for Excellence in Teacher Education by the American Association of State Colleges and Universities (AASCU).
- In a survey conducted by Intel Corporation in conjunction with the Center for Digital Education and published in the U.S. News & World Report Ball State University ranked as the number one wireless campus in the nation or, as the survey calls it, the "Most Unwired Campus."
- The college and the university strive to fulfill an educational mission beyond the traditional expectations of teacher education through such activities as the electronic field trips. These live, interactive broadcasts from the nation's great museums and scientifically important locations are provided through collaboration with corporate partners and scientific organizations.
- The Department of Elementary Education was recently recognized as a Distinguished Program in Teacher Education, an award presented by The Association of Teacher Educators (ATE).
- The Masters degree program in secondary education was recognized by US News and World Report for the 2007 America's Best Graduate Schools.

## Aggregate Institution Pass Rate 2005-2006 Academic Year

From July 1, 2005 through June 30, 2006, 583 students completed programs at Ball State University leading to initial teacher licensure. All of those students had matched testing data in the Educational Testing Service database within 5 years of program completion. This number includes students completing undergraduate programs, and post-baccalaureate students returning to obtain initial teaching licenses. This report excludes individuals who completed their teacher preparation through the Transition to Teaching program.

### Aggregate Pass Rates by Category 2005-2006 Ball State University

<i>Type of Assessment</i>	<b>Ball State University</b>			<b>Indiana</b>		
	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>BSU Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Indiana Pass Rate</i>
Aggregate - Basic Skills	566	561	99%	4134	4089	99%
Aggregate - Academic Content Areas	498	496	100%	3981	3901	98%
Aggregate - Other Content Areas	30	30	100%	119	119	100%
Aggregate - Teaching Special Populations	46	46	100%	274	272	99%
<b>Summary Totals and Pass Rates</b>	583	576	99%	4371	4262	98%

The following table shows the pass-rate data for the individual assessments taken by Ball State program completers. Pass rates are only calculated for assessments taken by more than 10 completers. Program completers take multiple assessments and, in the case of basic skills tests, may take the test in a different format if not successful on the first attempt. Therefore, the number of test takers is greater than the number of program completers. Only assessments with at least one Ball State University test taker are included on this list.

**Individual Assessment Pass Rates 2005-2006**

**Ball State University**

**Indiana**

<i>Type of Assessment</i>	<i>Code</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>BSU Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Indiana Pass Rate</i>
<b>Basic Skills</b>							
PPST READING	710	206	203	99%	1030	1016	99%
CBT READING	711	5			36	31	86%
PPST WRITING	720	225	225	100%	1095	1094	100%
CBT WRITING	721	6			36	35	97%
PPST MATHEMATICS	730	220	219	100%	1077	1071	99%
CBT MATHEMATICS	731	7			39	38	97%
CPPST READING	5710	352	352	100%	3028	3020	100%
CPPST WRITING	5720	332	330	99%	2948	2944	100%
CPPST MATHEMATICS	5730	337	337	100%	2983	2969	100%
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	258	258	100%	2211	2167	98%
EARLY CHILDHOOD EDUCATION	020	20	20	100%	53	53	100%
ENG LANG LIT COMP C K	041	35	34	97%	346	342	99%
MATHEMATICS: C K	061	15	15	100%	189	184	97%
SOCIAL STUDIES: C K	081	43	43	100%	372	370	99%
PHYSICAL ED: C K	091	33	33	100%	170	165	97%
BUSINESS EDUCATION	100	11	11	100%	32	32	100%
MUSIC C K	113	27	27	100%	126	126	100%
ART C K	133	22	22	100%	118	118	100%
FRENCH C K	173	4			14	14	100%
SPANISH C K	191	9			64	63	98%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	1			7		
BIOLOGY C K	235	9			90	84	93%
CHEMISTRY C K	245	6			34	32	94%
PHYSICS C K	265	1			12	9	75%
READING SPECIALIST	300	258	258	100%	2243	2241	100%
EARTH SCIENCE C K	571	5			23	22	96%
<b>Other Content Areas</b>							
TECHNOLOGY EDUCATION	050	8			35	35	100%
FAMILY/CONSUMER SCIENCES	120	10	10	100%	23	23	100%
SPEECH COMMUNICATION	220	5			11	11	100%
LIBRARY MEDIA SPECIALIST	310	2			3		
HEALTH EDUCATION	550	5			47	47	100%
<b>Teaching Special Populations</b>							
SE STUDENTS W/MENTAL RETARDATION	321	4			13	12	92%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	19	19	100%	32	32	100%
EDUC. EXCEPT. STUDENTS: CK	353	26	26	100%	224	223	100%
SE LEARNING DISABILITIES	381	10	10	100%	34	34	100%

Note: CK refers to Content Knowledge tests

**HEA Title II Follow-up 2002-2003 Academic Year**

Title II of the Higher Education Act requires that institutions provide follow-up data three years after the initial reporting of a program completer cohort. The purpose of this reporting is to update the pass rate calculation for test takers who may have taken assessments after the initial reporting period. The updated data on the 674 program completers and the 529 students who had assessment results for the 2002-2003 academic year are reported in the tables that follow.

**Aggregate Pass Rates by Category 2002-2003**  
**Ball State University** **Indiana**

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>BSU Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Indiana Pass Rate</i>
Aggregate - Basic Skills	510	502	98%	4190	4103	98%
Aggregate - Professional Knowledge	2			71	71	100%
Aggregate - Academic Content Areas	454	454	100%	4025	3985	99%
Aggregate - Other Content Areas	24	24	100%	94	94	100%
Aggregate - Teaching Special Populations	36	34	94%	247	245	99%
<b>Summary Totals and Pass Rates</b>	529	520	98%	4394	4279	97%

## Individual Assessment Pass Rates 2002-2003

### Ball State University

### Indiana

<i>Type of Assessment</i>	<i>Code</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>BSU Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Indiana Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500	2			5		
GENERAL KNOWLEDGE	510	1			4		
PROFESSIONAL KNOWLEDGE	520	2			5		
PPST READING	710	219	218	100%	1478	1469	99%
CBT READING	711	277	276	100%	2218	2212	100%
PPST WRITING	720	236	236	100%	1571	1563	99%
CBT WRITING	721	254	254	100%	2125	2124	100%
PPST MATHEMATICS	730	227	223	98%	1534	1515	99%
CBT MATHEMATICS	731	265	263	99%	2146	2132	99%
CPPST READING	5710	10	9	90%	452	423	94%
CPPST WRITING	5720	12	11	92%	438	432	99%
CPPST MATHEMATICS	5730	15	15	100%	484	459	95%
<b>Professional Knowledge</b>							
PRE-KINDERGARTEN EDUCATION	530	2			71	71	100%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	4			7		
ELEM ED CURR INSTRUC ASSESSMENT	011	248	248	100%	2361	2357	100%
EARLY CHILDHOOD EDUCATION	020	32	32	100%	48	48	100%
ENG LANG LIT COMP C K	041	29	29	100%	315	313	99%
MATHEMATICS: C K	061	9			173	171	99%
SOCIAL STUDIES: C K	081	48	48	100%	408	403	99%
PHYSICAL EDUCATION	090	1			10	9	90%
PHYSICAL ED: C K	091	22	22	100%	163	156	96%
BUSINESS EDUCATION	100	12	12	100%	45	45	100%
MUSIC EDUCATION	110	1			5		
MUSIC C K	113	23	23	100%	98	97	99%
ART C K	133	13	13	100%	91	91	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	1			12	12	100%
FRENCH C K	173	1			11	11	100%
SPANISH	190	1			2		
SPANISH C K	191	2			44	40	91%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	2			37	29	78%
CHEMISTRY C K	245	2			36	32	89%
READING SPECIALIST	300	248	248	100%	2355	2354	100%
GENERAL SCIENCE	430	4			80	80	100%
EARTH SCIENCE CONTENT KNOWLEDGE	571	1			11	11	100%
<b>Other Content Areas</b>							
TECHNOLOGY EDUCATION	050	7			19	19	100%



FAMILY AND CONSUMER SCIENCES	120	5			21	21	100%
SPEECH COMMUNICATION	220	7			23	23	100%
LIBRARY MEDIA SPECIALIST	310	1			5		
HEALTH EDUCATION	550	4			26	26	100%
<b>Teaching Special Populations</b>							
SE STUDENTS W/MENTAL RETARDATION	321	2			16	16	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	20	19	95%	112	111	99%
EDUC. EXCEPTIONAL STUDENTS: CK	353	14	13	93%	50	49	98%
TCHG STUDENTS W/LEARNING DISABIL	380	1			1		
SE LEARNING DISABILITIES	381	20	20	100%	124	124	100%

## Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instruction used in the *Reference Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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