Section I. Program Completer
How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012)?

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data
Where is candidate performance data displayed on your institution's website?
Title II Reports: http://cms.bsu.edu/academics/collegesanddepartments/teachers/aboutus/accountability/titleiireport

Section III. Substantive Changes
Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).
   No Change / Not Applicable

2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
   No Change / Not Applicable

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
   No Change / Not Applicable

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.
   No Change / Not Applicable

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.
   No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner
   No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in Budget
   No Change / Not Applicable
Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that all advanced candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and students with disabilities. (ADV)

Using our Unit Assessment System (rGrade) as a tool, schools where field experience and clinical practice occur are now identified as a diverse setting or non-diverse setting. Data on all Indiana schools were received from the Indiana Department of Education and uploaded into rGrade. The Professional Education Unit at BSU established the following factors in determining whether a school is a diverse setting: Either Race 25% (non-Caucasian or Poverty); or Free and Reduced Lunch 35%, or 20% of students identified as English Language Learners. Candidates are required to have at least one experience in a school that meets one of those three factors.

In the internship orientation course in Educational Leadership, faculty have identified an even stricter definition, selecting an "Optimal" option where both 50% of the students are on Free and Reduced Lunch and 50% of the students are identified as minorities. Candidates in the Educational Leadership program must select either the “Optimal” choice established by Educational Leadership or the “Minimal” choice established by Teachers College. This requirement was implemented in the spring of 2011.

In 2013, we plan to make sure that all advanced programs in the unit are using the student services and field experience module in our Unit Assessment System. This will help us track all placements and allow us to better guarantee that advanced candidates in all programs have a diverse placement.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

2. Summarize progress toward target level performance on the standard(s) selected.

In the 2011 BOE Final Report, the BOE Team indicated that the reason they were unable to identify Standard 1 as a Target Standard was because the institution did not have 100% pass rate on Praxis. The institution had a 99% pass rate, due to the testing waiver process that is allowed through the IDOE. According to the ETS Title II Report, the institution had a 99.5% pass rate in 2011-2012. Again, there were two candidates who had Praxis waived by the state. Proposed rules may eliminate the testing waiver process by the state. If this occurs, then BSU would have a 100% pass rate.

Current policy is that candidates must have a GPA of 2.5 or higher to be recommended for graduation and licensure. In 2011-2012, Teachers College (TC) drafted a recommendation that candidates with 31-45 earned credit hours be required to have a minimum overall GPA of 2.75 to take any professional education courses. In addition, for admission to the teaching curriculum, to register for 300 level professional education courses and to apply for student teaching, candidates must have a minimum overall GPA of 3.0. For students to be recommended for graduation and licensure, they must have a minimum overall GPA of 3.0. This proposal was approved by PEC and our University Education Committee. This requirement will go into effect for all incoming freshmen in the fall of 2013.

The IDOE adopted new content standards for all educators. Accordingly, TC completed a curriculum alignment of content courses to the new state standards in rGrade. This also prompted a renewed effort to ensure our courses were aligned to all national content standards.

TC continues to collect Annual Program Reports from each educator preparation program. These reports, which include data for 6-8 key assessments, are due on June 1. In 2011-2012, the deadline for submission was changed from December 1 to June 1 to better accommodate faculty. Therefore, the report submitted in June 2012 included 18 months of data. June 2013 reports revert back to the collection of 12 months of data.

The Accreditation and Assessment Coordinator shared aggregate data for the Exit Survey for Initial Candidates with PEC and DPD and met with all Program Managers and shared disaggregated data from the survey. As a result, several programs made programmatic changes based on survey data. We plan to revise the exit survey in the spring and summer of 2013 in time for fall of 2013 administration.
In 2011-2012, Teachers College conducted an Advanced Programs Survey. A link to the survey is found in the Display of Candidate Performance Data section of this report.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

In November of 2011, TC was asked by NCATE to serve as the National BOE Training Site. The Unit prepared a mock visit for approximately 100 trainees from across the country.

The IDOE, per the Indiana General Assembly, adopted a statewide teacher evaluation system. TC invited officials from the IDOE to share details of the evaluation rubric. Several faculty completed extensive training on the model. A long-term plan for the Unit is to create modules current teachers can complete to enhance areas of growth identified through the evaluation system.

In 2011-2012, a DPD subcommittee completed a draft of a revised Student Teacher Effectiveness Rubric based on the RISE Teacher Evaluation and Development System adopted by the IDOE. A small sampling of university supervisors piloted the new rubric in the fall of 2012 and a more expansive pilot will occur in spring 2013. The plan is to fully implement the new Student Teacher Effectiveness Rubric and the Disposition Rubric by the fall of 2013.

The Professional Education Committee (PEC) has conducted a year-long study regarding the composition of the committee and whether the current composition is best meeting the needs of the Unit.

Analysis from our UAS was used to inform the decisions made on raising the minimum GPA. Data was examined to assess the percentage of candidates impacted by this decision at each Decision Points. During the development, thorough analysis was completed to assess the impact on diverse populations, including gender and ethnicity. In addition, studies were done to see the impact on all programs. A comparison study on the overall GPA requirements at other Indiana institutions was also completed.

Beginning in 2011-2012, Teachers College started a major renovation project. Teachers College is housed in a ten-story building with a basement. Eventually, all floors will be completely renovated. During construction, faculty and staff on various floors were moved temporarily to other buildings on campus for up to six months. The current anticipated completion date for this project is January 2014.

A new faculty orientation session was added in the fall of 2012. This 90-minute session introduces new faculty to the UAS and to accreditation policies and procedures.

Steps were taken to streamline the Annual Report due for all educator preparation programs by June 1 and allow for all reporting to occur in rGrade (our Unit Assessment System) to better meet faculty needs.

Several years ago, a student services and field experiences module was developed in our UAS to track all clinical experiences for initially prepared candidates. During 2011-2012, staff worked with the Department of Educational Leadership to ensure that they were utilizing this module to track all clinical experiences for candidates in administrative internships. As mentioned in the previous section, staff will work with other advanced programs to make sure that they are using this module.

Exhibits that support the narrative: Decision Point Dialogue Minutes for 2011-2012 PowerPoint: Raising the GPA Standard for Teacher Preparation

Report Preparer's Information

Name: Shawn Sriver
Phone: 765-285-3335
E-mail: sksriver@bsu.edu