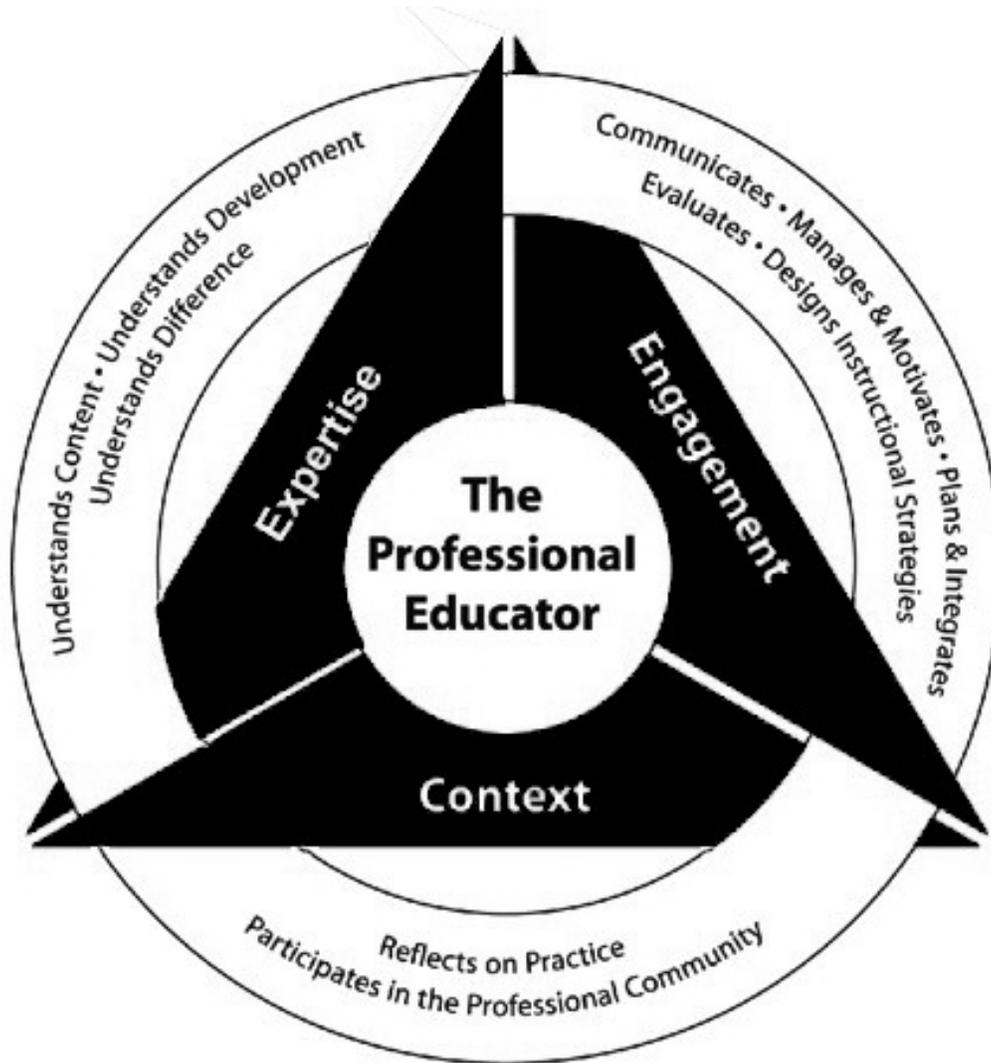


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**BALL STATE UNIVERSITY**  
**TEACHER EDUCATION INSTITUTIONAL REPORT**



**National Council for Accreditation of Teacher Education**  
**Board of Examiners**  
**February 20-22, 2011**

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## Section A: Overview and Conceptual Framework

*Historical Context:* Ball State University is a comprehensive, publically assisted institution of higher learning with approximately 20,000 students, whose mission is to provide excellent education. Ball State University offers a strong undergraduate liberal and professional education and selected graduate programs. In addition to core academic programs in arts, sciences, and humanities, the university offers more than 140 undergraduate major and minor areas of study, as well as over 100 master's and doctoral degrees, through its seven colleges: Applied Sciences and Technology; Architecture and Planning; Business; Communication, Information and Media; Fine Arts; Sciences and Humanities; and Teachers College.

Ball State was founded as Indiana Normal School, Eastern Division, in 1918. Its antecedents were also normal schools, owned and operated under various names. In 1918, the Ball brothers, prominent Muncie industrialists, purchased the school in order to maintain its presence in Muncie, and donated it to the state of Indiana. Control was transferred to Indiana State Normal School in Terre Haute. In 1929, the Indiana General Assembly separated the two colleges and named the campus in Muncie as Ball State Teachers College.

*Institutional Mission:* Ball State University is an innovative, supportive academic community that inspires students by:

- Offering action-oriented learning, including immersive out-of-class experiences, research, and study-abroad.
- Providing extraordinary access to and collaboration with professors who create scholarship to advance knowledge, improve teaching, and transform learning.
- Engaging state, national, and international communities to enhance educational, economic, and cultural development.

*Professional Education Unit and Relationships:* The head of the professional education unit is the Dean of Teachers College. As the unit head the Dean is responsible for the administration of all initial and advanced programs related to educator preparation in the Unit. The Unit consists of programs that are located in Teachers College and five other colleges in the university.

Each identified program (I.6) has an assigned program manager who is responsible for the integration and oversight of program activities within the Unit. These individuals may also serve as the content area advisor for students enrolled in their program. Program managers are responsible for the aggregation, review and dissemination of program level data within their departments. The Unit convenes an informal discussion group, referred to as the Decision Point Dialogue (DPD) Group, to which all program managers are invited, as an additional mechanism for communication within the Unit. The primary role of the DPD Group is to facilitate communication among all stakeholders involved with educator preparation.

A Professional Education Committee (PEC), comprised of elected representatives from the six colleges, the Dean and Associate Deans of Teachers College, and the department chairs for Teachers College, as well as representatives from P-12 schools and candidates, governs policy-making for the Unit. All program and curricular changes in education programs are approved by the PEC, prior to being forwarded to the Undergraduate Education Committee (UEC) or

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Graduate Education Committee (GEC) of the university. The PEC is responsible for the analysis and review of unit assessment data for all programs, including oversight of various annual reports produced by the Unit. The PEC can initiate program and curricular changes as informed by data and/or respective advisory groups.

*Conceptual Framework (I.4):*

*The mission of the professional education Unit at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.*

The Conceptual Framework for Ball State's programs centers on the core themes of *engagement, expertise, and context*. Programs to prepare educators at Ball State University are built around these three distinctive sets of beliefs and commitments. The following themes of expertise, engagement, and context come together to create a description of the Ball State professional educator: an expert who is engaged with learners in the many contexts in which learning takes place.

**Engagement:** Ball State candidates understand that quality learning takes place when educators are involved in immersive experiences with students and their environments. Graduates will 1) ensure that teachers and learners positively interact and participate with each other and with objects and ideas, 2) promote "hands-on" learning through collaboration, experimentation, and sharing, and 3) be engaged with students, parents, and the community in which they teach. Graduates of Ball State's education programs will possess a commitment to a rich, ongoing interaction with all aspects of their personal, intellectual, social, and professional environment.

**Expertise:** Ball State candidates understand that effective teaching requires a high level of professional skill, knowledge, and disposition in clinical placements. Graduates will 1) have a deep and comprehensive knowledge of their subject matter, 2) know and use the best practices in their teaching, and 3) have a thorough understanding of students and how they develop and learn. Graduates of Ball State's education programs will possess a level of skill and a constant striving for expertise.

**Context:** Ball State candidates understand that learning takes place in many rich and varied contexts that students bring with them. Graduates will 1) appreciate the unique intellectual and cultural characteristics that students possess, 2) recognize that students are active learners, capable of bringing their own unique resources into learning, and 3) adapt learning experiences to the multiple contexts in which students live and grow. Graduates of Ball State's education programs will possess a deep and comprehensive understanding of the contexts in which students develop, interact, grow, and learn.

In the following narrative, the unit addressed the prompts for the individual standards holistically. Key evidence and exemplars have been identified and are available in the electronic exhibit room. Because of the extensive investment and subsequent progress made by the unit to address areas for improvement since the last visit, the Unit has identified both Standard 1 and Standard 2 for evaluation at the Target level. Additionally, the unit has strategically chosen exemplars with particular attention to advanced-level programs to address previous concerns. In this way the Unit demonstrates its high level of commitment to continuous improvement.

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## STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS AND PROFESSIONAL DISPOSITIONS

*Overview.* Candidate assessment data are analyzed regularly by every program as well as the unit through institutional structures, such as the Professional Education Committee (PEC) and Decision Point Dialogue (DPD) meetings, in order to determine competency against the standards. Evidence from assessments are described in the following narrative and displayed in the evidence room for each NCATE element. This evidence illustrates that initial and advanced programs prepare teachers and other school professionals to meet professional, state and institutional standards for content, pedagogical, and professional knowledge and skills, as well as dispositions. These knowledge, skills, and dispositions are also reflected in the Conceptual Framework (CF). The primary sources (1.1) of evidence include the Praxis II licensure exams, Specialized Professional Association (SPA) reports, Indiana Program Reports, Exit Surveys, Follow-up Survey of Program Completers, Surveys of Employers and Supervisors of Program Completers, Decision Points assessments, and data from each key unit and content assessment. This collective evidence indicates that candidates in all programs meet Standard 1 requirements.

Ball State University offers a program for every licensing area available through the State of Indiana except Agriculture, Driver Education, Dance, Library/Media, and Social Worker. In addition, the Unit offers a strong foundation of diverse learning options and clinical placements through programs such as the Urban Semester (3.6.d); the Immersive Learning Projects (3.6.d); student teaching opportunities overseas; student teaching opportunities with Aldine Independent School District in Houston, Texas (3.6.d) Multicultural Education Courses, the award winning Professional Development School Network; and various other community service activities (many of these activities are also detailed in Standard 3).

Policies implemented by the unit and university resources facilitate and enhance candidate success in Standard 1. For example, candidates are required to own an Apple laptop computer prior to entrance into the initial teacher preparation program and candidates have wireless access throughout the campus. As a result, Intel Corporation, in conjunction with the Center for Digital Education, ranked Ball State University as the number one wireless campus in the nation in 2005—or as the survey calls it, the “Most Unwired Campus,” as published in *U.S. News and World Report* (1.8).

National stakeholders also recognize the Unit’s advanced programs as one of the finest in the nation. Ball State University’s educational graduate programs have been ranked for the last three consecutive years in the rankings released by *U.S. News and World Report* (1.8). For the last three years in a row, Ball State’s Department of Educational Leadership was ranked by the *Leadership Excellence* magazine as among the nation’s best leadership development programs (1.8).

The Unit is particularly proud of the success in achieving SPA recognition for 23 of our 24 initial license programs. In addition, in response to the previous NCATE visit, the Unit identified the need to build a more coherent and comprehensive assessment system for advanced programs. As a result, the Unit now maintains key assessments in all advanced programs for content knowledge, impact on student learning, and dispositions.

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To showcase the vitality and transparency of such comprehensive data, one of the primary exhibits is a Program Area Matrix. The Program Area Matrix (1.1) exhibits the active links to the following information for each program area:

- Disposition Data (three years of data)
- Unit Assessments (three years of data) (rubrics in 1.3)
- Decision Point data, including data for all assessments required by each decision point (three years of data)
- Exemplars of candidate work for each key assessment
- An active link to a matrix for each specific program area with screen shots of three years of data for each key assessment
- Rubrics for all key assessments to underscore the alignment of data to the corresponding rubric
- National and Indiana State Teacher Standards

A User Guide for the Program Area Matrix is housed in the exhibit room (1.1). The data serve as the foundation for the Unit's continuous improvement of all aspects of the program, including program revision and improvement.

The development of the key assessments within advanced programs shows significant growth in the program since the last accreditation visit combined with achieving national recognition for the initial licensure programs. *Because of this achievement, the Unit has identified Standard 1 as a target standard within the new Continuous Improvement process.*

*Program Accreditation.* Ball State University has 54 initial and advanced education programs (I.6). In Indiana, programs may select either the SPA process or the Indiana Program Review Process. The overall goal of the Unit is to have all eligible programs be Nationally Recognized. Since the last NCATE visit, the Unit has taken substantial steps in meeting this objective. Each program diligently utilized assessment data to make decisions for continual improvement. In the fall of 2008, the Unit submitted 22 SPA reports. Three programs were Nationally Recognized after the initial submission, 13 programs were Nationally Recognized with Conditions, and six programs required further development. In the fall of 2009, 14 SPA reports were resubmitted. The result was that 11 of these programs were awarded National Recognition and three programs were Nationally Recognized with Conditions. In the continued commitment to realize the goal, four additional SPA reports were submitted in the spring of 2010 (two that were Nationally Recognized with Conditions and two that needed further development). Of the four reports resubmitted in March 2010, two were Nationally Recognized and two were Nationally Recognized with Conditions. In summary, Ball State University currently has a total of 24 programs assessed through the SPA process. Of the 24 programs, 16 have attained National Recognition and seven have obtained National Recognition with Conditions. (Due to low enrollment in Mathematics Middle School, the SPA was not resubmitted.)

Multiple assessments have been identified as exemplars by professional organizations. In 2010, NCATE established an online SPA Assessment Library that includes over 250 assessments selected by the SPAs as exemplars. Among those represented were several from Ball State University including the AAHE's (American Association for Health Education) selection of the BSU Learning Assessment Module Project (LAMP) to represent Standard #5. In addition,

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ITEA/CTTE (International Technology Education Association/Council for Technology Teacher Education) selected six BSU assessments to exemplify the SPA process, including Praxis II (Standard #1), the Content Knowledge Portfolio (Standard #2), BSU's Program Planning and Implementation (Standard #3), BSU's Student Teaching Portfolio (Standard #4), BSU's Learning Assessment Module Project (Standard #5), and the Exit Survey (Standard #6). The Council for Exceptional Children (CEC) requested (and was granted) permission to use the LAMP as an exemplar during their national training seminars for SPA report writers. As mentioned, in 2008 Indiana offered the option to institutions for programs to seek approval through the Indiana Program Review Process and eleven programs chose this route. Of the 11 programs reviewed through the Indiana Program Review Process, ten have been accredited and one (Reading) will be reviewed during the next cycle (2016) due to low enrollment numbers at the time of program review. Ball State University has eight programs that are accredited through national organizations recognized by NCATE. All eight programs have been fully accredited. There are ten graduate level programs not covered by SPAs or accreditation and for which the state reporting is not required as part of the unit assessment system. Annual reports are submitted by each program to the dean of Teachers College and are included in the Program Area Matrix (1.1). Feedback is provided and reports are shared with the deans of the respective colleges.

*Survey Data.* In addition to Ball State's success in program approval, there is additional evidence from survey data to support target status for Standard 1. In the *Spring 2010 Ball State Teachers College Education Exit Survey* (1.4.g), candidates felt adequately prepared to enter their profession after completion of their preparation program at Ball State. For example, 92.4% strongly agreed or agreed that they could reference and use Indiana Professional Standards Advisory Board teaching standards while 91.7% strongly agreed or agreed that they could reference Indiana Department of Education Academic Standards for P-12 students. In addition, 96.2% of candidates strongly agreed or agreed that they felt adequately prepared to create lesson plans and units tied to standards. Furthermore, 96.8% of candidates strongly agreed or agreed that they encourage their students to achieve the highest potential. The results of the last three administrations of this survey show that the response rate from candidates who strongly agree or agree on these questions is consistently above 90%.

In April of 2008, a survey was sent to 628 current and former BSU graduate students in order to gather their feedback regarding the strengths and weaknesses of their graduate program experience. A total of 261 students and alumni responded, giving a response rate of 41.6%. These survey results have provided valuable indicators of the many successful components of the advanced programs. For example, 100% of the respondents in gifted and talented education, educational administration, educational studies, and reading education rated their skills as proficient or distinguished in knowing the specific content of their teaching field. In addition, all respondents in the areas of educational administration, educational studies, gifted and talented education, and special education indicated proficient or distinguished skills in responding appropriately to student academic needs and concerns. Furthermore, all educational studies, educational administration, educational psychology, gifted and talented education, reading education, and secondary education participants rated their skills as proficient or distinguished in demonstrating professional ethics. These data can be found in the *2008 Teachers College Advanced Programs Survey* (1.4.j). The survey instrument and collection process is available in the survey section of the exhibit room (1.4).

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*Collaboration and Partnerships.* BSU also has a rich tradition of building strong, long-standing partnerships with Indiana public schools, allowing candidates to develop professional experiences and broad content knowledge applicable to many school settings and programs. BSU's partnerships offer experiences for candidates that include urban, rural, and suburban settings that enhance the opportunity for candidates to build their knowledge and skills in a variety of diverse settings. For example, BSU has an exceptional, award-winning Professional Development School network (3.6.c). BSU also partners with a number of public school districts, including M.S.D. of Washington Township in Indianapolis and M.S.D. of Wayne Township in Indianapolis; and Muncie Community Schools. BSU's commitment to the larger community is supported by partnerships with varied agencies, including the Roy C. Buley Center, the United Way of Delaware County, the Boys and Girls Club of Muncie, and Motivate Our Minds (MOMS) of Muncie. These opportunities are described more fully in Standard 3 and Standard 4 (4.3.a).

Candidates in BSU programs are also recognized as outstanding teacher leaders. This is evidenced by the award received by Ball State University Elementary Education major Shannon O'Dell, who was named the 2007 Teacher of the Year at the U.S. Department of Defense school in Baumholder, Germany. Wade Thatcher, a Ball State University sophomore in the Technology Education program, received the award for Outstanding Leadership in Teacher Education at the International Technology and Engineering Educators Association (ITEEA) conference in Charlotte, North Carolina. Another example of an exemplary candidate in Teachers College is Janet Kamiri, who completed her program in Health Education in 2010. In addition to representing the student body on PEC, Janet was one of only two students selected from a national pool to represent the American Association of Health Education at the National AAHPERD Leadership Conference in Edgewater, Maryland in October of 2009. Janet has also become one of the faces of Ball State University by appearing in television advertisements on regional television networks highlighting her work with the Immersive Team for Project 18, which is a partnership that involves BSU, Marsh Supermarkets, and the Peyton Manning Children's Hospital through St. Vincent's. The goal of Project 18 is to fight childhood obesity in the State of Indiana through community outreach and school programs. These are just several examples of the success achieved by BSU candidates and can be found in the exhibit room (1.6).

*Praxis II.* In addition to assessments of content knowledge within programs, data for content testing show candidates know their subject. Candidates who complete a program through BSU have a 100% passage rate on Praxis II in their content area and the School Leaders Licensure Assessment, which is required by the state for all candidates for the first administrative license. In addition, School Psychology and Speech Pathology candidates are also required to complete Praxis II as part of their programs, but not as a requirement of the Unit Assessment System. The passage rate for these two programs is also 100%.

*Key Assessments and Decision Points.* In order to successfully complete an initial program, candidates are required to successfully complete four Decision Points. Each Decision Point requires multiple content and unit assessments, including assessments tied to a unit disposition rubric. Candidates are not allowed to progress to the next Decision Point until they have successfully completed all assessments. All candidates who complete Decision Point 2 must successfully complete Praxis I. Unit assessments are based on rubrics that are identical across the program to ensure fairness, accuracy, consistency, and the elimination of bias. The data are

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presented in the Program Area Matrix (1.1). As discussed in Standard 2, program managers and other faculty regularly examine candidate performance on both unit and content specific assessments to support continuous improvement of the program and assessments.

Candidates in advanced programs are also required to successfully complete decision points after admission to the graduate school. Prior to the 2003 NCATE visit, substantial effort was devoted to the development of initial programs and their unit assessments. While initial programs have continued to be revised and strengthened, extensive efforts were devoted to advanced programs since the 2003 onsite visit. BSU faculty members have made data-driven programmatic changes in advanced programs to develop key assessments and rubrics that are entrenched in content knowledge, student learning, and dispositions. Accordingly, the vigorous growth for advanced program modeling, data collection and analysis, and unit monitoring strongly supports the move toward the target in Standard 1.

*Assessment of Candidate Knowledge Through Practical Experience.* As presented in Standard 3, the Ball State program provides a strong sequence of diverse field experiences, many of which occur in the Professional Development School network. Candidates for initial licensure begin field experiences during their first year in the program and continue participation until the completion of student teaching in their final year. Decision Point assessments provide evidence of candidates' successful completion of the field experience component (rubrics for Decision Point Unit Assessments are in 1.3 and rubrics along with all program data are found in the Program Area Matrix). The culminating experience in Decision Point 4 for initial candidates includes a presentation of their student teaching portfolio using specific classroom-based exemplars that evidence candidate competency in the classroom. Exemplars for each program area are included in the last column of the Program Area Matrix. Programs at the advanced level also require the candidate to complete robust field experiences; for example, Educational Leadership requires a year-long internship based on national standards that covers both elementary and secondary levels and utilizes practicing administrators who volunteer to mentor candidates.

Candidates in advanced programs must evidence competency in technology prior to completion of their program. For example, in advanced programs in elementary education, all candidates are required to complete an action research project in which technology is integrated. All candidates for initial licensure must also exhibit technological proficiency throughout their program, including a digital portfolio that features the candidates' teaching philosophy, interpretation of INTASC principles, sample lesson plans, photos, video clips, and other multimedia instruments. The student teaching rubric requires candidates to show how technology designed to support or extend student learning is incorporated into their lessons. In addition, candidates must complete a Learning Assessment Model Project (LAMP; 3.8.a) during student teaching. LAMP evaluates candidates' ability to align instruction with standards, integrate technology into instruction, demonstrate student learning, and display their understanding of how their implemented lessons and the assessment of their students' learning informs their instruction. LAMP was field tested for three years and is a nationally recognized program nominated for the Christa McAuliffe Award for Excellence in Teacher Education.

In summary, the Educator Preparation Unit at Ball State University has made significant progress in implementing an outcomes-based Unit Assessment System (UAS) and continues to move

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toward the target level in Standard 1 by establishing a culture of continuous improvement based on frequent monitoring of assessment data. The collaborative and ongoing analysis of candidates' assessment data drives improvement efforts, resulting in program changes, which will be discussed next.

*Data-Driven Programmatic Changes.* Since the last NCATE visit, the Unit implemented many improvements and programmatic changes related to Standard 1 based on candidate assessment and other data. In general, these changes fall into the broad categories of Decision Points, assessments and rubrics, student teaching and field experiences, and the continued revision of course content, syllabi, and assessments in order to be in alignment with the Conceptual Framework and relevant standards. Because the programmatic changes have been aligned to data, the Unit feels strongly that this further exemplifies how BSU is moving toward the target in Standard 1. Each of these categories is discussed with specific examples provided.

There are a number of examples that represent the data-based Decision Point revisions that have been made after a collaborative review of programs (see also 2.6 and 2.7). Decision Points continue to be reviewed and revised based on analysis of assessment data. This includes the revision, addition or deletion of assessments, or even courses, as needed for improvement. Three specific examples of examples of data-based revisions are described below. In the Elementary Education initial program replaced a course at Decision Point 4 (EDEL 450) has been replaced with a required diversity course (EDEL 244) at Decision Point 2, recognizing the foundational importance of an appreciation and respect for diversity. In the Department of Counseling Psychology and Guidance Services, an additional dispositional assessment was recently added to the program (2.8.a). Student performance on the assessment that occurs in SPCED 202 (Special Education Law) suggests that candidates are not academically mature enough to assimilate the content material. Consequently, case law research paper completed for SPCED 202 has now become a Decision Point 2 assessment in the Department of Special Education to assess candidate content knowledge.

Extensive review and revisions occurred for each program during the preparation of the SPA review or the Indiana Program Review. These revisions include improvements to unit and program assessments and rubrics. In 2008, a unit task force convened to review and recommend revisions to the language of the unit disposition rubrics in order to be aligned with the Unit Accreditation Board's adoption of the definition of Professional Dispositions at their Fall 2007 meeting. Since that time, all candidates in initial and advanced programs are evaluated with the updated disposition rubric prior to program completion. In addition, many individual programs have revised various assessments and rubrics at Decision Points based on an analysis of the data from previous semesters, survey results, and standards alignment. For example, in the Department of Special Education, the Graduate Practicum Performance Based Rubric has been redesigned in order to address all ten of the CEC standards. To better reflect candidates' proficiency for teaching content, the unit's digital portfolio rubric for elementary, secondary, special education, and all grade majors, which was revised to better reflect candidates' proficiency for teaching content (1.1). In some cases, the need for an entirely new assessment or rubric has been identified. For example, in the Department of Educational Leadership, a new rubric was recently developed and added to an existing Decision Point in order to better assess Ed.S. and Ed.D. superintendent licensure candidates' progress on their oral and written comprehensive examinations. In response to the SPA review for the English Language Arts

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education program, the program designed a parallel rubric for student teaching aligned with NCTE standards that is currently being piloted.

Since the last NCATE visit, programs have made a number of programmatic changes as part of the SPA process. During the 2007-08 academic year, the Department of Special Education identified program areas for CEC recognition. Nine areas were identified including Deaf Education (Initial), Mild Interventions (Advanced); Mild Interventions (Initial), Visual Impairment (Advanced); Director of Exceptional Needs (Advanced); Early Childhood Special Education (Initial); Severe/ Intense Interventions (Initial), Severe/Intense Interventions (Advanced), and the Dual Major in Elementary Education and Exceptional Needs (Initial). Six to eight assessments were identified and aligned to the CEC standards for each program area. Any perceived weaknesses or gaps were addressed through the development of new assessments. All assessments were based on performance rubrics. In February 2009, the department received national recognition for all nine programs with conditions. The conditions focused on 1) expansion of existing rubrics to more specifically address CEC standards; 2) refine/adapt generic unit assessments (e.g., LAMP) to better articulate with CEC standards; and 3) creation of new assessments to address missing standards. For example, the Graduate Practicum Performance Based Rubric was totally reconstructed to improve coverage of CEC standards and to remove vague behavioral descriptors. The program folios were revised during Spring-Summer 2009 while data collection for all assessments continued. Revised folios were submitted to CEC for eight programs (Visual Impairment was not resubmitted and is a low enrollment program) and these programs received unconditional recognition in February, 2010. The department is currently using data resulting from assessments to plan a modification of the Mild Interventions Initial licensure program. Specifically, student performance on the assessment that occurs in SPCED 202 (Special Education Law) suggests that candidates are not academically mature enough to assimilate the content material. The department is considering reducing the sequence number for the Introduction to Mild Interventions course from SPCED 371 to SPCED 271, and increasing the number of SPCED 202 to a 300 level course. This change would encourage candidates to complete the law course in their junior as opposed to sophomore year providing a stronger assessment of candidate content knowledge.

Throughout the various departments, a wide variety of field-experiences, practicum placements, student teaching and internships are offered. Every attempt is made to develop candidates' teaching and leadership skills in real-world, authentic settings. Assessment information, including student performance data, surveys, and feedback from field supervisors, are reviewed regularly by faculty and various stakeholders and the Unit, as described in Standard 2, in order to identify areas for improvement. In recent years, many data-driven changes have been implemented. For example, candidate data on program strengths and weaknesses, the Department of Educational Leadership updated the superintendent's license internship program, to include the requirement of six school corporation improvement projects over the course of two semesters. The Department of Special Education has piloted a revised LAMP rubric, which is aligned with CEC standards for classroom-based assessment of undergraduate teaching performance. In the Department of Elementary Education, the project for EDRDG 430 (Final Reading Report) was added to improve program level assessment regarding the candidate's knowledge in teaching reading. A typical example of a diverse field experience offered to Ball State University teaching candidates occurs in Journalism. Candidates complete the Independent Study: BRMHS (Broad Ripple Magnet High School) Project designed to give candidates

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practical experience in an urban school environment. Candidates who complete this field experience plan curriculum in a high-need, inner city middle school classroom in Indianapolis Public Schools and develop the necessary background to teach journalism in a diverse setting. In another example, after an in-depth review of student assessment data, the Educational Psychology program in the Department of Educational Psychology revised the design of the practicum experience to provide more emphasis on behavior analysis and consultation.

In 2008, a comprehensive analysis was completed to ensure that all course syllabi were aligned with the Conceptual Framework and all relevant standards. In specific departments, syllabus revisions intended to integrate the CF into instruction have also occurred. In the Department of Elementary Education, activities are being included in all program core courses to review the Conceptual Framework with the goal of improving candidates' knowledge of professional standards as they are examined in relation to the Conceptual Framework. In the Department of Special Education, all graduate level courses have been fully aligned with the CEC standards. In the Department of Educational Studies, assessments for advanced programs have been aligned to professional, state, and institutional standards, which were a concern for the advanced programs housed in this department during the last on NCATE visit. In the Department of Educational Leadership, all courses have been updated in order to implement new national (ISLLC) standards, changes in state and national policy, and legal changes. Faculty members have also implemented several course revisions in order to more thoroughly prepare students for licensure exams. In addition, after analyzing three years of rubric performance data, the Department of Educational Leadership revised the introduction to administration course, which is taken by all candidates for administrative licensure, to include a greater and more consistent emphasis on writing skills. Data has been utilized to make programmatic changes in areas like diversity, as well. For example, EDEL 244: Elementary Education for Social Justice (initial) and EDEL 644: Education in a Diverse Society (advanced) have been added as a required course in the Department of Elementary Education based on departmental survey data indicating candidates felt inadequately prepared in the area of diversity. In the Department of Counseling Psychology and Guidance Services, candidate feedback suggested that CPSY 685: Organization for the Guidance Program, would be more beneficial if taught earlier in the program. In the 2010-2011 academic year, the class will be taught in the fall instead of the spring. Candidates in that program will have more time to prepare their final portfolios and major course projects, with the possibility of implementing them in the spring semester (Master Syllabi and syllabi for Professional Education Courses are found in I.3).

BSU's identification of Standard 1 as one of the two standards advancing toward the target is based upon the following revisions and improvements that have occurred since the previous NCATE visit:

- A total of 24 programs have been reviewed through the SPA Process (with 16 attaining National Recognition and seven attaining National Recognition with Conditions to date) and ten programs have received accreditation through the Indiana Program Review Process.
- In every initial and advanced program, data readily available through the UAS management software (rGrade™; 2.9) has been used to continually improve programs.
- Rubrics and key assessments are continually reviewed and improved based on data and have been aligned to state and national standards and Decision Points have been

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thoughtfully structured to track candidate progress throughout the program and are clearly articulated to candidates prior to completion.

- Master syllabi, professional education course syllabi, and course content continue to integrate national and state standards, INTASC standards, and the Unit's Conceptual Framework.
- Survey data has been regularly gathered from candidates, employers and stakeholders and consistently demonstrate the rigor of the programs. Results are systematically reviewed for opportunities for program improvement. In response to the previous NCATE team's identification of the need to build a more coherent and comprehensive assessment system for advanced programs, the Unit has worked diligently to implement key assessments for all advanced program for content knowledge, impact on student learning, and dispositions, utilizing data as the foundation for change.

The past several years have resulted in significant, enduring, and institutionalized progress. However, the Unit recognizes that improvement is not a product, but a continual process that involves the collaborative efforts of all stakeholders, best attained while keeping the best interests of candidates as the focus. The systems to continue these activities are in place and are described more thoroughly in Standard 2.

## **STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION**

*Overview.* The Unit maintains a robust system for the collection and analysis of data on candidate and graduate performance. The implementation of rGrade™ facilitates communication among stakeholders and increases the ease with which candidates, faculty and administrators can access relevant data and reports for program improvement. The Unit is committed to continued improvement in unit operations and the assessment system.

*Assessment System.* The Unit Assessment System (UAS) is described in detail in the Professional Education Unit Assessment Handbook (PEUA Handbook; 2.1). The PEUA Handbook was adopted by the Professional Education Committee (PEC) during the 2008-09 academic year to describe the operation of the UAS, offer a framework for its implementation, and improve communication and consistency among constituencies involved in the system. The BSU Professional Education Accountability System (2.3) graphically depicts the key components of Ball State's UAS. The chart demonstrates data sources both common and unique to Initial and Advanced Programs. In addition, it identifies foundational components on which all Unit Programs are built. Please refer to the UAS Formative Report (2.7) submitted to the Indiana DOE in July 2008 and the State's response, based on *target-level rubrics*, for a complete description of the UAS and its governance. One of the recommendations from this formative review was revision of the CF that was completed in 2009.

All licensure Programs in the Unit are organized around Decision Points (DPs) modeled in rGrade™, and measure key assessments to support and guide candidates through their curricula. All Advanced Programs are modeled since the last NCATE review as guided by the PEC approved Common Components chart (2.3). All Programs have assessments of program-specific knowledge, performance, and effect on P-12 student learning. Additionally, all Advanced Programs assess candidate dispositions at least once using the Unit Dispositions Assessment.

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*Conceptual Framework.* The UAS is developed around the Conceptual Framework (CF;I.4) with most Initial Program assessments based on INTASC Principles aligned with the CF (I.8). Two major assessments for Initial Programs, the Digital Portfolio and the Summative Student Teaching Assessment (1.3), are expressed in rubrics predicated on the INTASC principles. Alignment of the three CF themes is incorporated in all syllabi for professional education courses and related to first year teaching performance through the First Year Teacher Survey (1.4.d). Perceptions by the candidates, mentors, and supervisors reveal how beginning teachers demonstrated the CF themes in their work (see Standard 1 for data). The Unit Dispositions Assessment (1.3), implemented in 2004-2005, is used for all candidates at both Initial and Advanced levels and is built on a rubric directly tied to the CF. Thus, major elements of the assessment system are directly linked to the CF.

Review of the match between the CF and program intent is ongoing. Faculty updated master syllabi (1.7) for all professional education courses in 2008 to account for program modifications resulting from analysis of candidate performance. The CF themes are identified in all Unit program level performance rubrics and aligned within each program model (I.10 ).

*Information and Data Management System.* From 2002-2007 individual decision point groups, composed of faculty members responsible for unit assessments at each DP, worked to refine the UAS. In 2007 individual DP meetings were replaced by monthly Decision Point Dialogue (DPD) meetings that included representatives across decision points, colleges, and Initial and Advanced Programs. The outcome of these meetings was improved Unit level communication with regards to the UAS. In preparation for DPD meetings, Unit administrators met regularly to analyze Unit level data and develop agenda items. DPD meetings resulted in Unit level changes such as, revision of the Unit Dispositions Assessment during Spring 2008, revision of the Decision Point 3 Digital Portfolio Rubric for Initial Programs in Summer 2009, and the elimination of the Professional Growth Plan. Agenda and meeting minutes from all DPD meetings are available on the UAS website (2.1). Recommendations for program and policy changes resulting from these discussions were forwarded to the PEC for discussion and approval prior to implementation.

DPD meetings were suspended during Fall semester 2009 to focus individual program attention on responses to areas of weakness identified by program reviews. DPD meetings resumed in Spring 2010 to consider how program revisions affected Unit level program oversight. For example, the Unit implemented a new Program Approval Policy (2.1) in 2009. A Decision Point model with key assessments is submitted to the PEC prior to program approval/revision to assure compliance with Unit expectations for evaluation procedures before the new/revised program is advanced to the appropriate University Committee (Undergraduate or Graduate Education Committee) as described in Standard 6.

*Candidate Review and Remediation (2.5).* In 2006, a Disposition Remediation Plan for Initial Programs was adopted. This plan addresses candidates who are not successful in their disposition assessments at DP 1 or 2. The policy ensures fair and equitable application of evaluation across content areas. Two remediation plans, one each for Initial and Advanced Programs are available. In 2008, PEC approved the Policy and Procedures for Appealing an Overall Unsatisfactory Rating for the Decision Point 3 Digital Portfolio. The Unit also has a standard Policy for Student Teaching Appeal and Termination.

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*Program Review.* Most eligible programs completed the NCATE SPA process. Those that opted not to complete the SPA process or for which SPA was not an option completed the Indiana Program Review process in 2008. To date, all but one SPA program has received either national recognition or national recognition with conditions. SPA reports and evaluation reports are available in the Program Area Matrix (1.1). Remaining programs completed either state or internal review by submitting Fall Program Reports to the Unit beginning in 2008 as discussed in Standard 1. Unit reports are reviewed and Program Managers given feedback. The review status of all programs is outlined in the Program Area Matrix in Standard 1. As a result of the system's process, all programs have identified 6-8 key assessments to ensure candidates master the required knowledge and skills addressed by professional, state, and/or Unit standards. Candidate dispositions are assessed at all DPs for Initial Programs and at least once for Advanced Programs using the Unit Disposition Assessment (1.3). To ensure that assessment procedures are fair, all assessment rubrics are available to candidates in rGrade™ prior to completion of assessments.

*Data Usage.* Program performance and progress are available at all times to candidates, faculty, advisors, and program managers through the rGrade™ system. Candidates can monitor their status at each DP of their program and their qualifications to move toward completion of their license/degree. The Decision Points Model (see Program Area Matrix) for every program outlines key assessments to monitor candidate progress and guide decisions regarding candidate performance. All program models and corresponding decision point progress data for the past three years are available in the Program Area Matrix.

The collected UAS data facilitates tracking of progress of candidates through their program, evaluating effectiveness of programs and the Unit's evaluation system, and informing the Unit of suggested improvements at all levels as is graphically depicted in the UAS Data Flowchart (2.3). Candidates and their advisors can monitor progress through completion of all DP requirements with guidance tailored to the individual needs of the candidate. Advisors identify when DP components need to be revised or improved and report that to their respective department chairs. Faculty can access course-based and program-based assessments at all times to check candidate performance and evaluate effectiveness (reliability, fairness, etc.). Program Managers report program status to the Unit level via the DPD meetings. Suggested Unit level changes/revisions identified through DPD meetings are frequently addressed through the formation of sub-committees whose recommendations are taken to PEC for action. Additionally, a yearly meeting with the deans of other colleges allows for summarization of reports, status review of programs, and gap analysis of data for programs.

*Data Evaluation and Program Improvement.* In 2004, a formal Unit Operations Plan (UOP; 2.3) was adopted and updated in 2010 by the PEC to guide the Unit in the use of data generated within the assessment system. That document identifies major pieces of assessment data and outlines, on an annual cycle, the ways in which data are to be reviewed by relevant stakeholders. For example, some programs (e.g., Technology Teacher Education Program (2.8.b) and Professional Development Schools Network (3.6.c) have external advisory councils made up of community leaders and other stakeholders who contribute to program improvement based on discussion of data. The UOP relates assessment data to unit operations and suggests types of programmatic decisions to be made as a result. Implementation of the UOP highlighted the need to both review the Unit-level data as it becomes available and also in annual reports. The annual reports (1.1) are required to include evidence of data analysis and suggested areas for

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improvement. Changes in assessments, variations in student performance, and program modifications are described in these reports and elicit Unit comment. When annual reports are reviewed at the Unit level potential areas of bias are identified and reported back to the Program Manager for remediation. The two-way communication between Program and Unit helps both levels of the system respond to needed changes. For instance,

- accuracy of assessments is determined through data review to assure knowledge, skills, and dispositions are measured as indicated by SPA, state, and unit standards. As evidence of this process, attached (2.6) are descriptions of specific rubric development and evolution for the Gifted and Talented Licensure Program and the School Psychology Program;
- consistency of assessment procedures is resolved via use of common unit assessments (e.g., the Unit Dispositions Assessment and the Unit Digital Portfolio Assessment) allowing for comparison within and across candidate performance over programs, semesters, years, course instructors, gender, etc. (1.3);
- remediation and appeal procedures allow the Unit to fairly implement the DP requirements for all candidates and across all programs (2.5); and,
- multiple surveys (e.g., Exit Survey) gauge the candidate's level of difficulty with the evaluation guidelines, satisfaction with their program, and perceptions of fairness and accuracy (1.4).

The structure of the UAS allows for continuous flow of information between the Unit, Programs, and candidates primarily via rGrade™'s capacity for data collection, analysis, and availability as demonstrated in the UAS Data Flowchart (2.3).

Checks on the consistency and accuracy of data have resulted in reliability and validity studies conducted on the UAS as well as surveys and evaluations of program quality.

- In 2003-2004, an Inter-rater Reliability Study (2.2) on student teaching performance assessment was conducted. Data on 713 student teachers were evaluated by two independent raters. It was concluded that the instrument used to rate performance on the 10 INTASC principles had a high reliability for that sample of student teachers. This instrument continues to be used as the Summative Student Teaching Assessment for the Unit.
- In 2006, program managers from all secondary licensure areas developed a plan of action for assessing "fairness, accuracy, consistency, and the avoidance of bias," in the assessment of initial candidates' digital portfolios at DP3. Participants conducted an inter-rater reliability study using the *existing* Digital Portfolio Rubric to examine learning outcomes. This activity revealed little to no inter-rater reliability; thus, the rubric was revised. The *revised* Digital Portfolio Rubric, in conjunction with additional evaluator training, has yielded improved reliability.
- Data collected each semester on the effectiveness of University Supervisors by both student teachers and their cooperating classroom teachers are evaluated by the Director of the Office of Teacher Education Services and Department Chairs to ensure candidates are being supported in ways that enable successful student teaching experiences.

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- As noted in Standard 1, candidates from Initial Programs complete an Exit Survey during their final semester and again after their first year of teaching (First Year Teacher Survey). Principals and mentors of candidates from Initial Programs also are surveyed during the candidate's first year of teaching (Experienced Teacher Survey). An Advanced Program Graduate Survey was developed and distributed to candidates in 2006 with results reviewed by PEC. This was later reviewed at the departmental level. Results are discussed in Standard 1.
  - Several Advanced Programs utilize program specific follow-up surveys of their graduates and employers (e.g., the School Counseling Survey; 2.10). These are discussed in detail in Standard 1.
  - Data provided by ETS of all test takers are analyzed at the Unit level and results shared with respective departments and program managers and discussed at Departmental Meetings (2.8.a).

Since Ball State's previous NCATE review, the Unit has demonstrably improved and streamlined the use of data to address continuing growth and development of Programs. The evolution of the UAS and the rGrade™ management of assessment data speaks to Ball State's commitment to continuous improvement of professional education at this institution.

*Continued Improvement.* As presented in the discussion of the structure and function of the Unit's assessment system, BSU has made improvement toward the target-level rubric for Standard 2 a priority. It is the Unit's intent to consistently progress until the target level is met. Indeed, elements that support such continuous improvement are in place for Initial and Advanced Programs. The following sections will highlight the ways in which this is already being accomplished and focus on the significant improvements that have been made since the last NCATE visit.

*Assessment System.* The DP sequence under which Initial and Advanced Programs are organized is tied to the CF and allows all levels of stakeholders, including the candidate, to examine candidate progress and proficiencies as related to specific programmatic outcomes, dispositions, and key assessments in an ongoing fashion. As seen in the UAS Data Flowchart, the rGrade™ data management system represents not only an assessment tool, but also an evolving mechanism that allows stakeholders to access pertinent data and facilitates feedback throughout domains (candidates, advisors, program managers, departments, and the Unit). For example, annual program reports reflect the consistent focus on analysis of data pertinent to candidate performance. This process includes the SPA reporting system from which BSU exhibited a nearly perfect level of national recognition. Success with these endeavors is external evidence of the alignment of BSU program outcomes with the expectations of national organizations that provide guidance for the preparation of school personnel.

The modeling of each program in rGrade™ via the DP format can account for candidates' increasing proficiencies by raising the performance expectation of candidates as they progress through the defined sequence of decision points established by programs. For example, more candidates are likely to score at the proficient or distinguished levels as they reach progressively higher DPs. This is a likely indicator of increased proficiencies related to not only knowledge, but to positive dispositions associated with the field. Data stored in rGrade™ is integrated with a data analysis feature that allows for quick examination not only of individual performance but

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group performance based on comparisons within and between program requirements. This flexibility provides a means of ongoing review of performance goal accuracy and fidelity. Thus, Program Managers have ready capacity to evaluate programmatic status.

Program Managers and other key personnel systematically input data to rGrade™ to facilitate data management and implementation of programmatic changes. Meeting minutes document the progression of changes through the committee systems at the program level prior to approval at the Unit level. As an additional form of documentation, the Elementary Education Department has implemented a system of codes used within meeting minutes that allows for internal and external reviewers to follow the sequence of programmatic development.

*Data Collection, Analysis, and Evaluation.* At the individual level, candidate data are reviewed annually in relation to passing rates, portfolio ratings, GPA, Praxis scores, dispositions, and key assessments. This information allows stakeholders to establish priorities and goals for each upcoming year based on data-driven conclusions. At the program level, data on the success of assessments at capturing the dimensions of knowledge, behavior, and dispositions needed by candidates can be discerned through rGrade™ aggregated data analysis. At the Unit level, data on the consistency of candidate and program development can be evaluated at regular intervals to chart whether the Unit is maintaining quality standards across Programs in terms of accuracy, consistency, and lack of bias (as found in the Annual Reports (1.1) in Standard 1).

Yearly progress reports are submitted to the Unit to document and evaluate program quality and candidate performance and allow for requisite feedback to Programs. The composite of all annual reports is utilized as a form of summative evaluation to identify program initiatives and modifications for each upcoming academic year. The regularity of this feedback loop enables consistent monitoring of programs as well as Unit success in modeling behavior, knowledge, and dispositions into a multi-dimensional assessment system. In addition to internal sources, external sources are evaluated at all levels. Examples of evidence assembled from external sources include the following:

- Title II Report (1.2), showing the pass rates of Initial candidates on required state licensure exams,
- the Teacher Licensing Report (1.8), illustrating the number of licenses issued by license category to Ball State candidates each year,
- the First-Year Teacher Survey (1.4.d) and the Experienced Teacher Survey (1.4.e), ensuring regular and comprehensive data on program completers' skills as related to the Conceptual Framework, and
- focused graduate surveys (1.4.j) from programs that require analysis of post graduate data on candidate success.

*Data usage (2.3).* The UAS Data Flowchart and the UAS Accountability System documents the inter-relatedness of the various stakeholders in the UAS for Initial and Advanced Programs and the various relations among the evaluations and processes that are used across the Unit. They also show the continual feedback loops between various stakeholders that facilitate communication within and across levels of organizational hierarchy. The systematic compilation of data from regular programmatic and Unit level of analyses of Initial and Advanced Programs is documented by meeting minutes at various levels, beginning with departmental committee

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meetings and ending at the Unit level to ensure adherence to unit, state, and national regulations and standards (see Standard 1 for documentation).

In essence, then, the evidence of BSU's intent to move to target level for Initial and Advanced Programs is supported by the following revisions to and improvements of the UAS since the previous site visit:

- Programs are aligned to the Conceptual Framework.
- Programs are reviewed at multiple levels on an annual basis.
- Programs that qualify have submitted SPA Recognition reports.
- Key assessments across Programs are linked to professional and/or state standards.
- All Programs have been modeled in rGrade™ and include at a minimum: content assessment(s), dispositions assessment, effect on student learning assessment, and pedagogical assessment(s). The DP framework that guided the modeling of Advanced Programs includes multiple assessments at multiple decision points (4-5 decision points per program) in order to demonstrate candidates' developmental progress through their program in relation to professional standards. Initial Programs are modeled consistently in compliance with INTASC standards.
- Programs have been revised based upon data analyses and the need to address current professional and state standards. Data-driven decision-making is the foundation of unit operations.
- Programs no longer rely solely on course grades to assess content; emphasis in key assessments is on performance.
- rGrade™ allows for consistent flow of data among all stakeholders; candidates are strongly encouraged to monitor their progress through their programs via rGrade™.
- rGrade™ is a dynamic data management tool that is continually revised to accommodate evolving data analysis needs and requirements.

Whereas Initial Programs have developed methods of assessing early career performance, there is an ongoing effort to incorporate such follow-up assessment after program completion for all Advanced Programs. This post-graduate data collection will contribute to ongoing program improvement by facilitating data analysis and improved communication of program outcomes with all stakeholders.

In conclusion, over the past 7 years the Unit has worked diligently to address the areas for improvement identified in the previous BOE report. The Ball State Unit Assessment System provides a method whereby candidate and program data is used to improve programs and standards of performance. The number and variety of professional education programs at BSU would be a challenge for any assessment system. Yet the implementation of the rGrade™ data management system, and continued efforts at establishing efficient feedback between and among internal and external stakeholders, increasingly drives program and consequent candidate improvement. Data driven changes for program improvement have been successfully implemented in all programs since the last NCATE review. Decision Points have been thoughtfully developed, used for monitoring candidate progress at every level, and are accessible to all stakeholders at all times. It is recognized that improvement has been a continual process involving the collaborative efforts of all stakeholders, while keeping the best interests of

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candidates as the focus. *The Unit is committed to continuous improvement of the UAS as corroborated by documentation provided in Standard 1 and has identified Standard 2 as a target standard within the new Continuous Improvement process.*

### **STANDARD 3: FIELD EXPERIENCE AND CLINICAL PRACTICE**

*Overview.* A major strength of Unit's programs has always been collaboration between Unit and School Partners as reflected in the extensive, varied, and sustained field experiences/clinical practices embedded within programs. At both the initial and advanced level, candidates participate in experiences designed, delivered and evaluated in collaboration with school partners and other professional stakeholders. Individual program models are found in Standard 1. A typical initial candidate spends from 500-600 hours in a variety of field experiences across his/her preparation. Field experiences begin with the introductory class in the freshmen year (3.6.a) and culminate in a sixteen-week student teaching experience. Advanced candidates, depending on the program, may spend from 1,000-1,500 hours in field experiences and clinical practices.

Additionally, a collaborative relationship exists with many of BSU initiatives and is reflected in university faculty participating in the work of schools and professional community partners participating in the work of the university (3.7). As evidenced in the artifacts selected for review, the scope and depth of involvement varies by initiative and reflects the needs and interests of all partners with the ultimate goal of providing exemplary field and clinical experiences for candidates during each point in their program completion. Key assessments are utilized to evaluate the extent to which collaborative efforts result in critical learning of essential knowledge, skills, and dispositions for candidates.

*Burriss Laboratory School.* Burriss Laboratory School (3.6.b), because it is a department of Teachers College and located on the south edge of campus, provides a unique example of collaborative partnership. Since its establishment in 1929, it has been an integral part of the preparation programs at Ball State University and serves as a major site for early field experiences. All elementary education candidates have at least one field-based course at Burriss. Other initial programs utilize Burriss for classroom observations and participation classes, and advanced programs have internship and clinical placements at the school. Because Burriss utilizes a lottery system for the selection students, the school population is representative of the Muncie community. In order to provide BSU candidates an opportunity to work with a more diverse population, a high ability cohort was added to the Burriss population. By design, an individual candidate is precluded from doing all of the field experiences at this school and candidates at both the initial and advanced levels must have experiences in a variety of settings prior to program completion. Only under extenuating circumstances related to a candidate's disability is a student teacher placed at Burriss, and these candidates have had their pre-student teaching field experiences elsewhere.

*Professional Development Network (3.1.b).* The schools that make up the Professional Development Schools (PDS) Network are part of a collaborative effort to prepare effective educators. The history of the PDS network at BSU was outlined in the last Institutional Report and the network has remained stable since that time. These partners have been instrumental in the development of assessment instruments and the design of field experiences and were critical contributors to the focus groups who gave input regarding BSU programs during the spring of

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2008. Ball State University's PDS Network has received multiple awards over the last decade and remains a vital component of educator preparation. Student teaching placements are a priority for these schools, although they also host multiple methods classes and advanced clinical placements. There is a strong collaborative governance system in place for the PDS network, examples of which are found in the exhibit area and on the website. The PDS initiative remains strong and is currently undergoing program review and revision to ensure its efficacy and sustainability with the objective of providing more sustained and coherent field placements for candidates.

Relationships with local community agencies continue to foster the growth of BSU initial candidates in understanding and teaching to *all* students (discussed in Standard 4). A variety of internships at the advanced level provide candidates with rich opportunities to translate theory into practice. Inherent to all programs are carefully designed opportunities for BSU candidates to take the knowledge, skills, and dispositions learned through their university program and apply that learning in authentic contexts. Woven through all these relationships and experiences are the tenets undergirding the BSU Conceptual Framework.

Observation, participation, and student teaching and internship placements for initial and advanced candidates are governed by Affiliation Agreements with the Office of Teacher Education Services and individual school districts (3.1.b). Additional individual Memorandum of Understandings (MOUs) are in place between individual professional development schools and the university. These MOUs describe the unique relationship of each PDS with the Unit (3.1.a). Other MOUs are developed for special initiatives within the schools, such as for the Woodrow Wilson Fellowship Program described in Standard 4. To further move into the target range, the Unit continues to work for more voice in specific placements made at the initial level and more strategic placements at the Advanced Level. This is a primary objective of the PDS redesign efforts begun during the 2009-2010 academic year. These efforts led to revised mission and vision statements for PDS, which were collaboratively developed and will continue into the next academic year.

*Reflection.* A fundamental characteristic of both the initial and advanced programs is an emphasis on developing reflective practitioners. Projects such as the Learning Assessment Model (3.8) at the initial level and the Impact on Student Learning project (3.8) in some advanced level programs evidence BSU's commitment to preparing professionals, who routinely and effectively think deeply about their practice, collect and analyze data to inform decision-making, and apply their knowledge and pedagogical skills in ways that positively impact P-12 student learning. Additionally, candidates have multiple opportunities to apply their knowledge and skills in the presence of peers and experienced professionals through microteaching, workshops, seminars, practica, internships, and immersive learning experiences. BSU candidates also benefit from the opportunity to acquire knowledge and skills associated with rapidly changing technologies and their applicability to school contexts and student learning. Most importantly, BSU candidates are expected to demonstrate in-depth reflection as to the *why* of incorporating technology into their lessons and classrooms, and this is reflected on the assessment rubrics for the digital portfolio. The university provides extensive technology support for students in the development of their professional portfolios which require demonstration of technology integration as part of the summative student teaching portfolio. Exemplars of these presentations are included in the exhibits.

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School faculty and other school professionals are experienced, accomplished practitioners who willingly accept the additional roles and associated responsibilities for facilitating novices in acquiring the knowledge, skills and dispositions necessary for success in their fields. University-designed activities such as Cooperating Teacher Seminars (3.2.a), Summer Assessment Workshops, the Mentors as Coaches Academy (3.7), and Woodrow Wilson Rounds are all initiatives designed to support and enhance school/community partners' work with BSU candidates.

The BSU Decision Point process at both the initial and advanced levels reflect commitment to ensuring candidates have appropriate content, pedagogical content, and professional knowledge deemed necessary for the various field/clinical experiences. Faculty continually review and improve key assessments to ensure that BSU candidates meet the most current professional, state, and institutional standards, and that candidates focus on the impact of their teaching on student learning. Key assessments are employed to evaluate candidates' ability to meet professional, state, and institutional standards and efforts continue to develop more and better ways to assess candidates' impact on P-12 student learning. Targeted assessments, such as the Student Teaching evaluations, Digital Portfolio rubrics at the Decision Points (1.3), Woodrow Wilson Seminars (3.6.d), and the Learning Assessment Model Project, are conducted jointly between candidates and clinical faculty, clinical faculty and university faculty, and among all three stakeholders—candidates, clinical faculty, and university faculty. Furthermore, a variety of activities which engage candidates working collaboratively with one another and/or clinical/university faculty to critique and reflect on their practice, its effect on student learning, and decision-making for improved practice are embedded throughout BSU initial and Advanced programs.

*Areas of Significant Improvement.* Program review and revision at both the initial and advanced levels is a continuous process across the Unit as described in Standard 2. Results of these key assessments are entered into rGrade™ and resultant data are used to inform programmatic planning and revision. Initial and advanced programs faculty have become more consistent in implementing key assessments and entering data for key assessments in rGrade™. As a result, candidates at the initial level are held to the specific eligibility requirements for student teaching application (passage of Decision Point 2) and student teaching (passage of Decision Point 3) eligibility. Integration of administrative functions related to field placements into the rGrade™ system facilitates data management and improves tracking for individual candidates. Effective implementation of these changes and management of individual candidate placements facilitates efforts at the Unit level to assure both the quality and quantity of field placements.

Program managers have been identified for all initial and advanced programs and continue to work with program faculty to ensure that applicable and appropriate assessment of field experiences for all candidates is occurring on a regular and consistent basis. Program managers participate in the Decision Point Dialogue meetings (Standard 2). Cycles of program review have been established for initial and advanced programs (Standard 1 and 2). For example, program managers and faculty in the Masters of Arts in Secondary Education and the Masters of Arts in Curriculum and Technology, previously identified as areas in need of improvement, now meet at least once a semester to review data—including data gathered on candidates' performance in field settings—and discuss any necessary revisions. The results of these conversations are then reported at the first fall meeting of the Graduate Programs Committee composed of all advanced

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program directors in Educational Studies. Program revisions progress through a fully defined university governance process thus ensuring consistency and coherency in programs across the Unit.

As part of the move to rGrade™ as a system for better tracking and characterization of individual field placements, advanced program faculty across the Unit have developed and/or revised a number of key assessments specifically designed to provide systematic and explicit guidelines delineating requirements for field experiences (see examples in Standard 2). rGrade™ also provides a systematic way to track candidates' field experiences in terms of ethnic and culturally diverse populations. While many of the school and community partnerships are becoming increasingly more diverse ethnically and culturally, there is no doubt that ensuring that BSU candidates experience as much diversity as possible remains a challenge, as discussed in Standard 4.

In summary the most significant accomplishments related to Standard 3 since the last NCATE visit are listed below and are documented in the exhibit area.

- The number and diversity of field experiences for both initial and advanced candidates have increased (3.6.d).
- Policies have been implemented to assure a variety of authentic experiences for every candidate and methods for tracking these placements have been incorporated into the UAS.
- Several unique models designed to increase the clinical experience of initial candidates have been initiated and will be evaluated to determine effectiveness, including
  - Combining EDEL300 and 350 into a 6 credit hour experience taught onsite in a Muncie elementary school prior to student teaching.
  - Duplicating the previously successful model of the Indianapolis Urban Semester in a Muncie Community Elementary School beginning in Spring 2011.
  - Development of the Woodrow Wilson curriculum, which is a totally modular site-based preparation program for initial licensure in the Science, Technology, Engineering, Mathematics (STEM) disciplines at the graduate level.
- Expanded opportunities for overseas experiences for pre-service candidates have been established, including
  - Student teaching in Baumholder, Germany (3.6.d)
  - Summer semesters in Kenya and Malawi (4.3.b)
  - The summer experience in England for elementary education students
  - The summer class in Trinidad for counseling students
- Expanded opportunities within the United States, including the
  - Southwest Texas experience for elementary education students
  - Student Teaching placement for candidates in Houston, Texas.
- The Learning Assessment Model Project (LAMP) has been refined and implemented as a required assessment of student learning during the student teaching semester. Some content areas are currently piloting additional refinements to this requirement.

A fundamental disposition undergirding BSU initial and advanced programs is the belief that *all* students can learn and that the goal as professionals is to facilitate the growth of *all* students. Translating that belief into practice, however, can be extremely complex. To that end, BSU

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initial and advanced level programs reflect multiple initiatives designed to help candidates achieve the knowledge and skills necessary to enable them to fulfill the promise of their commitment to ensuring the learning and growth of all students. Great strides have been made since the last NCATE cycle to document the rich and diverse ways in which BSU programs guide, support, and evaluate candidates' success in achieving this goal.

#### **STANDARD 4: DIVERSITY**

*Overview.* The university and the Unit remain deeply committed to creating a learning environment in which all educator candidates develop the competencies necessary to work effectively with colleagues, students and families from diverse populations and with exceptionalities to ensure that all students learn.

*Diversity as an Essential Mission at BSU.* Both the university and Teachers College have shown tremendous commitment to increasing diversity on campus and have dedicated significant resources to this goal, as evidenced by the following three campus-wide goals:

1. By 2012, achieve 15% of total enrollment from underrepresented minority populations;
2. By 2012, increase to 15% the number of degree-seeking graduate student applicants from underrepresented minority populations on an annual basis; and
3. Double the number of masters programs that have enrolled students with an average undergraduate GPA of 3.3 or better.

To align with the university's strategic goals, Teachers College has articulated the following two specific goals:

1. Increase the % of minority faculty by 50% by 2010-2011
2. Increase the % of minority students by 25% by 2010-2011

BSU has proactively worked toward reaching these goals. In August 2007, Ball State University Provost Terry King appointed a task force (4.1), chaired by Dr. Roger Lavery, Dean of the College of Communication, Information, and Media, to look at diversity issues in Academic Affairs. The task force identified three broad recommendations:

1. Institutionalize and raise the status of the Diversity Policy Institute;
2. Educate administrators and faculty about the meaning and importance of diversity; and
3. Commit to actions that promote faculty diversity.

As a result of these recommendations, Provost King embedded the following three objectives into the *Ball State University Strategic Plan 2007-2012*.

- The Diversity Policy Institute was asked to play a more prominent role in the decision-making process for diversity-related activities and Dr. Charles Payne was charged with leading the institute and appointed to the Dean's Council.
- Nationally renowned diversity coach, Dr. Joann Moody, was assigned to work with academic leadership on issues of diversity.
- The Office of the Provost implemented financial incentives in the form of a modest boost to the departmental budget as recognition for areas that are successful in hiring underrepresented minority faculty.

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*Movement Toward Goal.* Data confirm that these strategies and others have resulted in progress toward this goal. The *2009-2010 Ball State University Fact Book* (4.2.c) verifies that there has been a steady increase in the number of diverse candidates who attend the university. In 2005-2006, 9.5% of the total on- and off-campus population was ethnically diverse. By 2009-2010, 11.0% of the population was ethnically diverse. During this same period, the percentage of ethnic minority undergraduate students has increased by 1.8% (from 10.2% to 12.0%) while the percentage of ethnic minority graduate students has increased by .5% (from 5.5% to 6.0%). Ball State also sponsors 11 multicultural organizations on campus to encourage the celebration of the multiple cultures that attend campus. In addition, there are over 25 religious organizations on campus so that students may observe their own faith or explore new faith-based philosophies. While the university will continue to promote the growth of a diverse student body, the university is proud of the progress exemplified by the increases of the last five years. In addition, Ball State has been recognized as a national leader in recognizing diversity as an ongoing goal. At the annual Minority Access National Role Models Conference in 2006, Ball State University was recognized as a university committed to diversity largely because of the success of the many centers and institutes established on campus, including the Multicultural Center and the Diversity Policy Institute. The Unit shares this commitment to diversity as evidenced by the articulation of these goals in the Conceptual Framework.

*Changes To Enhance Diversity.* During the 2008-2009 academic year the Conceptual Framework was updated and revised. This activity occurred under the direction of the NCATE Steering Committee of which the Assistant Provost for Diversity was a member. The outcome of this process was to create a document better aligned with the current NCATE expectations, and clearer articulation of the relationship of diversity and technology to the Conceptual Framework themes. Separate documents for initial and advanced programs were combined into a single document for the Unit. The themes and basic tenets of the Conceptual Framework remained unchanged.

The Unit dispositions rubric was revised in 2008. The program managers who attended the Decision Point Dialogue Meetings (Standard 2) took the lead in the discussion and revision process. The impetus for the revision was the change in the NCATE standards in 2007 which articulated the expectations for the dispositions assessment. The rubrics were also reviewed for fairness, accuracy, consistency and elimination of bias. A subgroup of attendees worked on the language and the entire group suggested revisions before the language was moved forward to the Professional Education Committee (PEC) for approval and subsequent implementation. Candidates in initial licensure programs are assessed using the disposition rubric at Decision Points 1, 2 and 3, while candidates in advanced programs are assessed at least once during their program. The PEC has approved remediation plans (see Standard 2) for candidates who do not receive at least a Basic on each of the rubric rows for the assessment. These candidates must successfully complete the remediation before advancing to the next Decision Point.

Coursework directly related to cultural diversity is an integral component of all initial preparation programs (EDEL 244- Early and Elementary Education for Social Justice or EDMUL 205- Introduction to Multicultural Education). Initial licensure candidates are also required to participate in other volunteer experiences within the community. These include 50 hours in the Education in a Democratic Society (EDEL 100) for elementary and early childhood majors, and 20 hours in EDMUL 205 for secondary and all grade majors. These experiences are

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designed to facilitate interactions with diverse populations in non-formal settings. All students take the Social Foundations of Education (EDFON 420: Social, Historical, and Philosophical Foundations of Education), which has been intentionally designed to address issues of diversity, equity, social justice, and democracy, and represents a connection to the humanities and social sciences. (Syllabi for these courses are available in the exhibit room.)

Additionally, programs have sought to infuse diversity related projects and assignments in content methods courses (4.3). Within the content methods courses, candidates confront issues related to the diversity of learning styles and the value of diversity in classrooms. Strategies for working with diverse learners are an integral part of these courses. When content area faculty members from both initial and advanced programs were asked to provide examples of projects and assignments related to diversity, the response was overwhelming (examples in the exhibit room). There has been significant effort to document diversity within programs. For instance, each program was charged with identifying areas of diversity in the courses and assessments within each Decision Point utilizing a reporting mechanism in rGrade™ and identified their linkages based on the following three concepts:

1. Opportunity for interaction with diverse candidates (peers)
2. Opportunity for interaction with diverse faculty
3. Opportunity for interaction with diverse students (pre K-12 field experiences)

A screen shot for each program may be found in the *Diversity Alignment Table* (4.5) in the exhibit room. Included in the exhibit room is a section with examples of these requirements, ranging from music to journalism. For example, the Department of Educational Leadership has submitted three online videos used in EDAD 600 (4.4), a course required for all graduate administrative license programs, to address various aspects of diversity and the roles of the education leader. This is an example of the effort to address diversity in an online instruction environment

*Recruitment and Retention.* Ball State University has been aggressive in the efforts to recruit and retain diverse faculty (4.2.a). The Department of Educational Studies is the most diverse department on campus. As of 2009-2010, the Department of Educational Studies had 25 full-time faculty members, of which six were minorities (24%), as defined in the Strategic Plan diversity initiative. In 2010-2011, this department will have 26 full-time faculty members with seven minorities (27%). In addition, 45% of the graduate assistants and 33% of the office staff in the Department of Educational Studies were minorities. Recruiting diverse faculty is a key part of the current strategic plan. There have been recent efforts from the Provost office, which benefited the Department of Educational Leadership in 2008 to provide financial incentives for the recruitment and retention of diverse faculty including the Departmental Recognition Funds for Assistance in Meeting the Goal of Underrepresented Faculty at Ball State (DRF). The Assistant Provost for Diversity is a member of the Teachers College faculty. The Office of Institutional Diversity is responsible for the active pursuit of the goal of a more diverse campus through the sponsorship of activities, speakers, fellowships, symposia and informational dissemination. Since many of the faculty members have research interests that are relevant in these areas, they have been recruited to be featured speakers and/or coordinate many of these activities. In the exhibit area are examples of these activities (TC Diversity series) that directly impact the Unit.

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Although the Unit has had policies in place to ensure candidates experience opportunities to work with diverse candidates in diverse settings, as indicated in Standard 3, the Unit is moving to a more strategic system for field placements by utilizing the demographic data from the Indiana Department of Education and the federal reports to better characterize field experience settings to assure that all candidates have opportunities to work with diverse students and mentors. The available federal 2008 EEO5 (4.2.b) reports have been recently collected from school districts in which candidates are placed. This report, which school districts are required to complete for the US DOE biannually, describes the gender and ethnic breakdown of all school employees. Inclusion of these data will allow more strategic selection of placement sites to ensure that candidates have the opportunity to work not only with diverse students but also with diverse role models.

As an institution Ball State University is proud of its efforts to meet the needs of candidates with disabilities and other exceptional needs (4.2.c). In 2010, Ball State University was named one of 75 colleges that go beyond the mandates of the federal legislation in meeting the students' needs by the website, *Disability Friendly Colleges*. BSU has long been recognized within the state, but this award provides national recognition for these efforts. Because of the commitment of the Office of Disabled Student Development, the effort to recruit and retain students with disabilities to BSU is enhanced and provides BSU candidates with the opportunity to interact with a more diverse population of peers with exceptionalities, who have been academically successful.

The university is committed to the recruitment of a diverse undergraduate student population. Each year, BSU awards two full tuition four-year scholarships for minorities through the Center for Leadership in Indianapolis. The Martin Luther King Scholarships, which amounts to \$600-800 per semester, are awarded annually to 2-3 students. The university also awards the A.B. Floyd Scholarship for African-American students and the Harry Watkins Scholarship for minority students. The Black Alumni Constituent Society has recently established two endowments to support minority sophomores, juniors and seniors. The State Student Assistance Commission (4.1) supports a special program for Minority Teacher and Special Education Candidates.

*International Students.* In addition to its commitment to diversity, the university's strategic plan is also committed to increasing the number of international students at Ball State University (4.2.c). Over the past academic year (2009-2010), relationships with groups of students from China, India, and Thailand have been explored. While some of these are undergraduate students, there are also negotiations to bring cohorts of practicing teachers from other countries to the university for additional coursework, preparation, or licensing. Nearly all departments in Teachers College have international faculty who teach, conduct research, and advise students. The university has signed a MOU with Harbin Normal University, located in Harbin, Heilongjiang, P.R., China (3.1.b), with the specific objective of increasing the number of licensed teachers of Chinese by recruiting native speakers from China. These students would participate in field experiences with traditional candidates thereby increasing the opportunity for BSU candidates to work with diverse peers. In general, the tradition of international programs in teacher education has been a component of BSU since the 1960s. Enrollment data found in the *2009-2010 Ball State University Fact Book* show that there has been a dramatic increase in the number of international students since 2005-2006. In 2005-2006, there were 72 international

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students at the undergraduate level. In 2009-2010, there were 277 international students. At the advanced level in 2009-2010, there were 272 international students, up from 235 international students in 2005-2006. Overall, the number of international students have increased by 65.1% from 2005-2006 to 2009-2010.

*Woodrow Wilson Teaching Fellowship.* The Woodrow Wilson Teaching Fellowship Program includes students with baccalaureate degrees who will prepare to teach in high needs settings and hard-to-staff schools and begin in Fall 2011. In collaboration with the Teachers College's network of Professional Development Schools (all of which represent diverse student bodies), the Fellows will spend a year-long internship preparing to teach STEM subjects (4.2.b). The field placements for the Fellows are urban public schools that display a high rate of poverty. Further rationale for the selection of the four high school partners for the Fellowship is included in the exhibit room and highlights school demographic data.

Both Muncie and Anderson Community Schools, where all of the secondary and most of the elementary Professional Development Schools are located, meet the federal definition of a high needs LEA (not less than 20% of the families have incomes below the federal poverty line). As described in Standard 3, these schools are the preferential placement for student teachers. Also as noted in Standard 3, a high ability cohort was added to the Burris Laboratory School so that candidates would be better prepared to address the needs of these learners. In addition to required courses, the Unit has benefitted from the institutional support for immersive learning projects (4.1).

In summary, the most significant changes related to Standard 4 since the last NCATE visit that have led to continuous improvement are as follows.

- Incorporation of the Indiana DOE diversity data into the UAS management system to systematically track field experiences;
- Commitment to recruit more international candidates to the institution;
- Increased immersive learning opportunities;
- Addition of multicultural course to Elementary Education curriculum (the largest initial licensure program at BSU);
- Increased the diversity of available field experience options;
- Revised CF and Dispositions assessment instruments; and
- Advanced program revisions to address diversity

Although the Unit has worked diligently and is deeply committed to increasing the opportunities of candidates to work with diverse faculty, peers and students, it has not yet reached the desired level of involvement. Efforts have been taken to modify courses and assessments to ensure that candidates receive instruction grounded in diversity. There have been considerable efforts to cultivate and support community partnerships. The Unit continues to develop and support a network of schools with appropriate demographics designed to increase the diversity of the candidates' field experiences, including the relationship with ISD Aldine, Houston, Texas and agreements with international institutions. The Unit has made a commitment to use diversity data to identify strengths and weaknesses in the current system of field placements. The Unit also recognizes that diversity in advanced programs was a specific concern during the previous

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visit. The Unit has taken significant effort to address diversity in advanced programs, and these efforts will continue to follow the lead of the university's strategic goals to strengthen Ball State's efforts. The Unit will continue to build upon significant good faith efforts to achieve the goal of diversity.

### **Standard 5: Faculty Qualifications, Performance and Development**

*Overview.* Ball State's commitment to employing, developing, and retaining an outstanding and diverse faculty can be seen in the *Ball State University Strategic Plan 2007-2012* (5.6). Goal II of the plan specifically addresses the attraction and retention of highly qualified faculty and promoting excellence through scholarship. Goal 4 (Increased Diversity – Goal 4 – BSU Strategic Plan) demonstrates Ball State's commitment to building a broad and diverse faculty. The Midterm Report and associated Ball State University – Strategic Plan Progress Metrics document progress made across the goals of the strategic plan. These data indicate that many goals have been met and steady progress is occurring in others. In particular, Goal II, Objectives A-D, and F show good progress in support for scholarship, and recognition of a range of scholarly activities (i.e., discovery, integration, application, and teaching). Every college must report annually on progress toward meeting the goals of the Strategic Plan. The current condition of the national and state economy provides a challenge for all public institutions of higher learning. Ball State University has also felt the fiscal impact as a result of the recent economic environment. However, Ball State University's commitment to providing all candidates with an exemplary experience underlies the decision to support the continued growth of faculty and ensure tenure lines despite budgetary constraints.

*Alignment to Conceptual Framework.* Within the domain of professional education, the Unit's Ball State University Conceptual Framework for Professional Education (I.4) is seen as a guide not only for developing curriculum and assessment of candidates, but also as a critical component of course planning and implementation for faculty. Course syllabi are carefully articulated with the three elements of the CF (*Expertise, Engagement, and Context*) as well as the standards of each discipline/program area's professional association (e.g., Council for Exceptional Children). The master syllabi (1.7) for all professional education courses and the individual course syllabi from faculty members are located in the exhibits for the Introduction. At the time of the last NCATE visit, the Unit had not completed its transition to the current CF. The current CF is now fully integrated into instruction and practice in the Unit. Beginning with the introductory courses and continuing throughout the preparation program, faculty model *expertise* through their course presentations, knowledge of scholarly resources, and teaching relationship with candidates. *Engagement* is demonstrated through membership in professional associations, scholarly endeavors, and creation of immersive learning opportunities for their students. The importance of *context* is evidenced through involvement of candidates in a wide range of diverse learning conditions, community involvement and by infusing cultural awareness and sensitivity throughout the professional education curriculum.

A large number of professional faculty members at both the initial and advanced level contribute to the development of knowledge, skills, and dispositions of candidates – content faculty, professional education faculty, adjunct faculty, and P-12 collaborating faculty.

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*Content Faculty.* As members of the Professional Education Faculty by College (5.1), faculty across the campus who teach the content disciplines are a vital part of professional education activity. Their continuing pursuit of knowledge, and especially their participation in the revision of licensure programs for teachers, plays a critical role in the development of outstanding professional education programs.

*Professional Education Faculty.* Faculty members who teach professional education courses at Ball State University must qualify as “Professional Education Faculty by College”. Applications/Renewal for Membership in the Professional Education Faculty (5.6) are reviewed and approved by the Professional Education Committee (6.2.e). Once approved, a faculty member retains Professional Education Faculty status for five years, at which time a new application must be submitted. The Professional Education Faculty by College provides a listing of faculty by category (Level 1 or 2) across program areas. All Professional Education Faculty Qualifications (5.1.a) are readily available. Faculty members who teach graduate level courses must also meet the criteria for graduate faculty status approved by the graduate school. A review of the Professional Education Faculty Qualifications demonstrates that Ball State professional education faculty members teach in areas related to their expertise, are active with professional associations, involved with the publication of scholarly works, and provide education-related services.

*Adjunct Faculty.* The title *Adjunct Professor* is used for persons who by their professional cooperation significantly assist the University in its academic programs, regardless of the fraction of load assigned and, in most cases, without additional compensation. The person recommended to be an Adjunct Professor must be approved by the academic department and recommended through the usual channels. Adjunct faculty members are not eligible for tenure or for membership in the University Senate.

*P-12 Collaborating Faculty.* Several criteria must be applied in the selection of supervising Teachers (3.6.e). All supervising teachers must hold a standard license in the area of supervision. A master's degree is preferred, but Indiana licensing rules no longer require the MA degree, so BSU accepts three or more years of successful teaching experience for the assigned classroom supervisor. It is also preferred that the classroom supervisor has attended the Ball State University workshops on the collaborative teaching model and the Evaluation of Student Teachers Guidebook. In addition, the classroom supervisor should be the type of person and professional educator who would serve as an excellent role model in inducting young people into the teaching profession. Professional development is provided to new classroom supervisors as described in Standard 3. Priority placement for student teaching occurs in the Professional Development Schools, where the teaching staff members benefit from the close collaborative relationship with BSU. Burris Laboratory School is the site for early field experiences, and the faculty members are integral to the program.

*Immersive Learning Faculty.* Originating ideas for immersive learning projects that engage students in professional collaboration and problem solving in a variety of challenging contexts is an excellent example of modeling effective teaching methods. One such project would be the Schools Within the Context of Community – Immersive Project (4.3.b). Other immersive learning projects led by Unit faculty are also discussed in Standards 3 and 4.

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*Awards/Recognition.* Faculty members at BSU continue to develop state and national relationships and are regularly recognized by professional, national, and state organizations. Exhibits for Standard 5 highlight faculty who have been recognized by these organizations. In addition, faculty members are formally recognized by the university both inside and outside of Teachers College, including the Teacher College End of Year Celebration where the Teacher College Outstanding Award Certifications are issued.

The Unit Assessment System (2.3) and rGrade™ (2.9) provide a data management structure that enables faculty to develop and easily implement rubric-based scoring for course projects. The rGrade™ system permits faculty to easily track student progress and adjust course content to ensure optimal candidate learning. Through observing their course assignments being graded using rubrics and tracking their own performance in rGrade™, candidates quickly learn the importance of data guided teaching.

The Professional Education Unit Assessment System Handbook (2.1) helps faculty maximize the use of rGrade™ and other technology resources in their teaching. This document was created to facilitate communication among the internal stakeholders regarding Unit expectations in the implementation of the UAS.

*Distance Education.* The Unit has significantly expanded delivery of courses and programs via Online/distance education (5.2.c) at the advanced level since the last NCATE visit. Faculty members are committed to maintaining the same high standards for instruction for off-campus instruction as on-campus. All online courses were developed by tenure line faculty who continue to teach the majority of the sections and retain supervision of sections taught by contract faculty. Multiple levels of support are available to train faculty to use distance education technologies effectively through Faculty and Staff Professional Development – Information Technology (5.2.a and 5.2.b) courses. Resources are available both in Teachers College as well as in the greater University community. Some of the approaches used to provide a high quality learning experience while maintaining academic integrity are training workshops on Blackboard™, Mediasite™ and other related technologies. New Faculty Mentoring is delivered by experienced faculty members. Technical support is available for faculty and, when necessary, directly with online students, to provide a high quality learning experience while maintaining academic integrity. Faculty use recorded lectures, PowerPoint presentations, audio and video clips, discussion boards, chat rooms, and virtual lecture halls to engage students and promote learning. A major outcome of the movement to online course delivery option is that courses in many advanced programs are now offered only in this format, and not on campus.

*Professional Development.* In addition to the professional development opportunities available to all faculty and staff members at the university, the Unit engages in strategic professional development. For example, during the summer of 2008, when the Unit moved to RapidWeaver™ as the primary software for portfolio development, multiple workshops were offered for faculty. In response to an identified need, the Unit hosted a NCATE Rubric and Assessment Assistance workshop (5.4) for all faculty members in November of 2008. Dr. Martha Ross and Dr. Linda Bradley were invited from James Madison University for a two-day seminar to inform faculty about current strategies used in the development of rubrics and to meet

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with individual faculty members and departments to review assessment rubrics. After the seminar, faculty members were encouraged to revise their assessment rubrics and many faculty members made significant changes to their rubrics based upon this training. The summary provided by these consultants is one of the exhibits. Two additional initiatives were instrumental in building Ball State's reputation as a leader in digital education. In 2005, Ball State sponsored a four-day Apple Digital Educator Institute designed to instruct P-12 teachers from the region to transform their traditional classroom environment into a digital learning center. The second technology centered initiative, held in Indianapolis in 2005, was the Laptop Learning Summit that offered Indiana P-12 administrators, curriculum directors, and technology coordinators instruction on how to utilize laptops to impact student achievement. On June 23, 2010, the Teachers College sponsored a symposium entitled "The Student Growth Model," (5.4) presented by Wes Bruce, Chief Assessment Officer for the Indiana Department of Education. In addition to Ball State faculty and staff, school district personnel and other representatives from other colleges and universities attended. The presentation typifies the commitment to facilitating an increase in student achievement at the P-12 level and the collaborative efforts initiated with other stakeholders.

*Faculty Evaluation Process.* Candidates complete departmental electronic Course/Instructor Evaluation Surveys (5.3) at the end of each semester with the Course/Instructor Evaluation Summary results compiled and reported to Department Chairs. Department Chairs meet individually with faculty members in their department to discuss any teaching concerns. In the event that there are areas in need of improvement, the Chair and faculty member problem solve and determine professional development activities and/or other strategies to address the problem area(s). Improvement strategies can range from attending technology training sessions (e.g., how to use Blackboard™ effectively) to reviewing the syllabi of other faculty to help with course organization. Direct Chair evaluation of teaching, whether through attending a face-to-face class session or reviewing online materials is another effective strategy that has been used to help improve teaching. The increasing use of distance education technologies, particularly at the Advanced level, has made the course evaluation process more challenging due to lower candidate participation in the evaluation process. Faculty members are examining several solutions to this problem including multiple reminders to complete the online form, and even the possibility of a few bonus points. To ensure that the evaluation process retains integrity in the online environment, BSU has steps to ensure that faculty members who teach in this environment are evaluated using the same process as faculty who teach on-site.

The most significant accomplishments as related to Standard 5 since the last NCATE visit are summarized below.

- The Unit continues to expand opportunities for the growth of faculty, staff, and stakeholders, including the NCATE Rubric and Assessment Assistant Workshop and the Student Growth Model Symposium, as well as the support for faculty members seeking scholarship options and collaborative efforts within the community.
- Faculty members continue to receive local, state, and national recognition for their tireless work with candidates both in the classroom and outside the classroom to ensure growth and development, enhance the abilities of the highest achieving candidates, and assist in the remediation of those who struggle.

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- The Unit is committed to utilizing the evaluation process to improve instruction, including the commitment to holding faculty in an online environment to the same rigor as faculty who teach on campus.

BSU continues movement toward the target in Standard 5 because of a faculty that is committed to every candidate and to continued improvement of multiple formative and summative assessments and differentiated instructional strategies. Faculty members also work vigorously to engage in local, state, and national activities that promote best practice, leadership, scholarship, and lifelong learning. The Unit continues to support this growth by encouraging faculty to seek opportunities for scholarship and collaboration with internal and external stakeholders and by organizing dynamic professional development activities to build context for current state and national initiatives.

## **STANDARD 6: UNIT GOVERNANCE AND RESOURCES**

*Overview.* Teacher preparation programs are found in six of the seven colleges at Ball State University. Candidates may select one or more of the 46 initial licensure programs or 25 advanced programs. The Teacher Preparation Program Chart (I.6) identifies these programs. Most programs submit NCATE / SPA reports while some fall under state-based review as described in Standard 1. The current recognition/accreditation status of BSU programs is outlined on the Current Status of BSU Programs chart.

*Organizational Structure.* Leadership of academic programs at the university begins with President - Jo Ann Gora and the Provost / Vice President for Academic Affairs - Terry King (6.2.e). Both are strong advocates for teacher preparation at the university. Their position within the governance structure of Ball State is illustrated in the Ball State University Academic Affairs Organizational Chart (6.2.d). Dr. Gora and the entire leadership team share a focused plan of excellence for the university through the Ball State University Strategic Plan 2007-2012 (5.6), with a vision that has carried over into the Teachers College Mission (6.4) and the Ball State University Conceptual Framework for Professional Education. This leadership has helped Ball State achieve North Central Association of Colleges and Schools accreditation (6.4).

Coordination of all teacher education efforts rests with the leadership of Teachers College. Dean - John Jacobson (6.2.e) joined the staff in 2009, so a change in leadership of TC is significant since the last BOE visits to Ball State. Dean Jacobson and Associate Dean - Laurie Mullen (6.2.e), the Office of Teacher Education Services - OTEs personnel (3.6), and other Teachers College staff (6.2.b) over-see the teacher preparation programs found across the BSU campus. The Teachers College Organizational Chart (6.2.d) illustrates the wide range of activities and programs for the Unit, many of which extend across the state of Indiana.

*Admission.* Students apply for admission to Ball State University at the Undergraduate or Graduate level (6.4), and then are identified as teacher preparation candidates. After successful completion of Decision Point 1, initial candidates are formally admitted to the education programs by the respective departments in Teachers College. After admission to the graduate school, advanced program candidates are admitted by OTEs. All public school experiences (such as classroom observations, practicum, student teaching, etc.) are also organized through this office. The Licensing Center (6.3.a), which is responsible for verification of licensing

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program completion, is found in OTES as well. Admission for graduate non-licensing programs is done in the respective departments.

*Programmatic Decision Process.* Governance of educator preparation at Ball State is the responsibility of the Professional Education Committee (PEC; 6.2.e), a body that includes elected representatives from the six colleges with teacher education programs, as well as representatives from P-12 schools and the student population at BSU. PEC also has seven ex officio members, such as the Dean and Associate Dean of Teachers College, and department chairs in Teachers College. PEC is a standing sub-committee of the University Senate (6.2.e). Professional Education Committee (PEC) members represent their respective academic college, an office within Teachers College, or are a member from the educational community.

Policies that impact all teacher preparation programs, as well as program and curriculum changes are approved by PEC. One example is the development and approval of the Ball State University Conceptual Framework for Professional Education. PEC is also responsible for the review of Professional Education Faculty Qualifications using a system that starts with multiple executive team members of PEC analyzing the qualifications of professional faculty. PEC also approves all Professional Education Courses in the professional methods sequence of individual programs of study.

PEC has scheduled monthly meetings during the academic year, and an extended session in mid-summer. Members routinely receive reports about university, college, and program operations. Changes in programs are approved following detailed explanations by staff in the respective units. Agendas and related materials are archived on the Unit Assessment System website. The summer meeting of PEC typically lasts a full day, allowing university personnel to share data and provide adequate time for discussion. Formal Reports are received from the office of Academic Assessment and Institutional Research outlining effectiveness of teacher preparation programs and reviewed during the summer meeting.

*Unit Budget.* As mentioned, teacher preparation programs are spread across campus. Therefore, budgets are dispersed, as well. University Unit Budget (6.1) documents show that professional education activities for the fiscal year that ended June 30, 2008 were \$12,106,058. This number is for Teachers College operations, while the University Expenditures by College data shows significant resources are dedicated for professional education efforts in addition to the Teachers College budget. External Dollars (6.4) generated within Teachers College also account for significant revenue.

*Faculty and Staff.* Currently, there are 206 regular and contract faculty (Professional Education Faculty by College) aligned with teacher education efforts at the university. They are assigned Faculty Load (6.2.a) like all instructors on campus. These educators are leaders, on campus and beyond. They are often recognized as Points of Pride (5.4) for their innovative approaches to instruction and research. Many serve as officers of regional, state, and national organizations. Scholarship is honored through the granting of tenure and promotions. Annual celebrations are held to recognize BSU faculty as Outstanding Award Recipients (5.4) for their dedication and service.

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Ball State faculty qualifications must align with teacher preparation programs by completing an Application/Renewal for Membership in the Professional Education Faculty (5.6) and applying for Category I or II status. Category I approval is required of anyone who is teaching a professional methods course or supervises candidates during the student teaching experience. Faculty in this group must have (a) a doctoral or specialist degree, (b) hold or has held teaching credentials, (c) at least one year of K-12 or equivalent experience, and (d) display continued involvement in educational programs. The background of Category II faculty includes the doctoral or specialist degree, and at least one of the other three elements.

Faculty and staff efforts have led to many Ball State programs being recognized as among the best in the nation. One example would be the Major in Technology Teacher Education Recognition ( 6.4 ). Honors for programs associated with Teachers College are included in the Teachers College Rankings (1.8). Advanced programs are also recognized for excellence. Finally, Licensing Programs typically have a program manager who represents the specific area at university and Teachers College meetings, and serves as an advisor in the respective unit. These individuals attend Decision Point Dialogue sessions, complete assessment reports, and aid with communication within the university. The coordinator would also insure that each program has its major aligned with national and State Standards (I.8).

*Facilities and Resources.* Outstanding facilities are available across the BSU Campus for teacher education programs. Besides the 10-story Teachers College structure, Burriss Laboratory School (3.6.b) and numerous departments are found on the BSU campus. Many sites are specialized (6.3.b), such as the Counseling Practicum Clinic, Center for Gifted Studies and Talent Development, the Psychoeducational Diagnostic Intervention Clinic, and the Neuropsychology Laboratory. Academic Advising Centers are found across campus. All faculty members in the university benefit from the services provided in the Center for Technology in Education.

Resources for teacher preparation candidates and staff are abundant at BSU. Faculty and students have laptop computers, and therefore remain linked via a Campus-wide Wireless Network. Services for hardware and software (6.3.a) are maintained through the Computer Store and the iCare Corner in the lobby of the Teachers College building.

Library services play an important role in the preparation of future teachers. BSU faculty and candidates enjoy the extensive resources found in Bracken Library (6.3.b), a full-service facility in the middle of main campus. One of the collections within the library is the Approved Textbooks for K-12 Instruction in Indiana. Electronic resources (videos, instructional CDs, etc.) are found in Bracken as well as many department resource areas. In addition, an extensive collection of “realia” is available for teacher candidates and BSU faculty use.

Numerous examples exist which highlight the use of Information Technology in teacher preparation initiatives. For example, one collaboration known as EPIC – Evidence-based Professional and Instructional Change (3.7), exists between BSU and public schools. The Center for Technology in Education, on the 4th floor of Teachers College, includes iStudio and facilities for distance education.

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The most prominent changes that have occurred since the previous NCATE visit include:

- The governance structure has continued to advance the mission of Ball State University with a successful period of transition during a change in leadership.
- The Unit has utilized technology to compliment all elements of the governance structure.

To conclude, Ball State University has changed “with the times” since the last BOE visit in 2003. For example, many programs and courses are now offered on-line but each new effort is reviewed using existing governance and administrative policies. The tracking of candidates is now conducted electronically via rGrade™, but using consistent and approved means of assessment. Trends from rGrade™ data and other sources are noted at Decision Points Dialogue meetings with agendas and related materials being archived on the Unit Assessment System website. This process helps improve all teacher education programs at Ball State.

### **Institutional Report Summary**

The Unit values Ball State University’s reputation as a leader at the community, state, and national level in the area of educator preparation and strives to meet the challenges presented by the movement to standards-based performance assessment. To these ends, the Unit continues to utilize data-driven methods to improve programs and to make decisions that are parallel to the mission of the university and the tenets of the Conceptual Framework. These changes have also been rooted in a systematic understanding of the NCATE standards. Faculty and staff have consistently collaborated on moving the outstanding educator preparation programs toward the target level with the philosophy that continual improvement is essential if an organization is to thrive. This growth is captured throughout six standards and the accompanying elements.

The Unit has identified Standard 1 and Standard 2 as the two that have shown the most significant movement toward the *target level* in the new NCATE Continuous Improvement structure, as described in the narrative and evidenced in the exhibit room. With data-driven programmatic decisions as the foundation for change, most eligible Ball State University programs have been Nationally Recognized or National Recognized with Conditions through the SPA process, accredited through the Indiana Program Review Process, or accredited through their National Professional Organization. The source and support for this success originates from a Unit Assessment System that utilizes an exemplary data system and is based on data from well-articulated Decision Points to create a dynamic experience for candidates.

Standard 3 describes a vital network of collaboration between P-12 school districts and other stakeholders structured to offer Ball State candidates rich and diverse field experience in classrooms and non-formal settings during their program. Candidates are expected to display a thorough understanding of the methodologies required to bring out the best in their students and with the goal of increasing their students’ achievement, and to do so using cutting-edge technology. Faculty and P-12 educators work together to sustain this mission.

A guiding principle of the mission of Ball State University is to support the growth of a diverse campus. As depicted in Standard 4, the Unit shares this goal and has included regular and ongoing activities to achieve the intent of this critical goal. While the Unit has not yet achieved

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the high goals that it has established, good-faith efforts are producing results, and continual progress is being realized. In addition, the Unit has utilized data from sources like the federal 2008 EEO5 reports to ensure that candidates are placed in diverse settings during their field experience.

As evidenced in Standard 5, the Unit includes engaged faculty committed to candidates and active in both the community and with professional organizations. Faculty members consistently model best practice and the Unit provides many opportunities for professional growth. The Unit also encourages faculty to participate in activities related to scholarship and maintains a strong evaluation and support system.

The foundation of the success achieved by Teachers College is a robust governance system and exemplary leadership, as illustrated in Standard 6. Unit resources are distributed thoughtfully and with the primary goal of producing exemplary candidates. Facilities are maintained and improved with the same goal, but to also provide an environment that is conducive to a learning community. Resources are also centered on building a learning environment that supports a 21<sup>st</sup> Century technological philosophy.