

## **EPP Glossary Initial Candidates**

**Section I** of SPA templates require programs provide narrative regarding 1) state or institutional policies that may influence the application of the standards, 2) a description of field and clinical experiences, 3) a description of the criteria for admission, retention and exit from the program including required GPAs and minimum grade requirements for content courses, and 4) a description of the Conceptual Framework. The intent of this document is to assist Program Managers when drafting **Section I** narratives. In addition, the glossary may also benefit other in the drafting of other sections of the SPA Report.

Feel free to use any of these descriptions in the narrative of your SPA or edit them as needed. More detailed descriptions of these items may be found in various documents, including the NCATE [Institutional Report](#), located on our website. If you have any questions about this document, please contact Shawn Sriver, Accreditation and Assessment Coordinator, at [sksriver@bsu.edu](mailto:sksriver@bsu.edu).

On **July 1, 2013**, NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). As a result, our next accreditation is referred to as CAEP accreditation throughout this document.

***NOTE:** Under NCATE, the term “Unit” was used to describe all programs offered in professional education. CAEP uses the term “Educator Preparation Provider (EPP)” to replace “Unit.” Throughout this document, the new term EPP has been used.*

### **Accreditation**

BSU’s EPP is accredited on a seven (7) year cycle through the National Council for Accreditation of Teacher Education (NCATE). Initial accreditation occurred in 1953. In 2011, the EPP received full accreditation with only one Area for Improvement (AFI) and achieved “Target” level in **Standard 2: Assessment System and Unit Evaluation**. The next onsite accreditation visit is scheduled for the spring of 2011.

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### **Conceptual Framework**

The EPP’s [Conceptual Framework](#), *Expert Engagement in Context: A Conceptual Framework for Professional Education*, updated and revised during the 2008-2009 academic year, focuses on core themes of engagement, expertise, and context. In rGrade™, faculty have aligned all courses and assessments to the [Conceptual Framework](#). In addition, all master syllabi and professional education course syllabi have been aligned to the [Conceptual Framework](#).

### **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. Candidates are considered enrolled in the educator preparation program when they enter Decision Point 2. The culminating experience in Decision Point 4 for initial candidates includes a 16-week student teaching experience. During student teaching, candidates complete a student teaching portfolio and a Learning Assessment Model Project (LAMP).

### **Field Experiences**

Throughout the program, candidates in the EPP must complete field experiences. These experiences include observations, participations, and other immersive experiences. Experiences occur at schools, community outreach centers, and other locations. All candidates are expected to have at least one diverse placement based on the EPP's definition of diversity.

Current Indiana licensing rules specify that candidates must complete a minimum of ten (10) weeks of full-time student teaching. At BSU, candidates must complete a 16-week student teaching experience. Student teaching is completed during Decision Point 4. During their student teaching, candidates are assigned a cooperating teacher in the content area(s). Student teaching candidates who have multiple content areas complete a split placement with two or more different cooperating teachers. Candidates are also assigned a university supervisor who completes a minimum of eight observations during the 16 week experience, providing written and oral feedback after each observation. In addition, student teaching candidates must complete a student teaching portfolio assessed with a rubric aligned to the INTASC Standards. Candidates must also complete the LAMP, described later in this document.

### **GPA requirement**

For candidates who enrolled in an initial program prior to fall of 2013, an overall GPA of 2.5 is required to be recommended for graduation and licensure.

As of fall of 2013, incoming freshmen candidates with 31-45 earned credit hours are required to have a minimum overall GPA of 2.75 in order to take any professional education courses. In addition, candidates must have an overall GPA of 3.0 in order to register for any 300 level professional education courses and to apply for student teaching. For students to be recommended for graduation and licensure, candidates must earn an overall GPA of 3.0. This proposal was approved by the Professional Education Committee (PEC) and the Undergraduate Education Committee (UEC).

### **INTASC/InTASC**

INTASC Standards are infused throughout the program for initial candidates. All programs modeled in rGrade™ are in compliance with the INTASC Standards. INTASC Standards are

aligned to all master syllabi and professional education course syllabi. In addition, the rubric for the summative student teaching assessment are linked to the INTASC Standards.

Indiana adopted the INTASC Standards in 1992. As of August 2014, the state of Indiana has not yet adopted the new InTASC Standards. To date, there have been no discussion about these standards at the state level and it is not anticipated that discussions on this topic are forthcoming.

PEC adopted the InTASC Standards at their August 20, 2014 meeting. The PEC motion calls for the new InTASC standards to be effective in spring of 2015 for all DP 1 and DP 2 professional education courses with all programs expected to be in alignment with the new standards beginning fall of 2015.

### **Learning Assessment Model Project (LAMP)**

Completed 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 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.

### **Licensing**

Candidates who completed an initial preparation program prior to September 1, 2013, completed a license under Rules 2002. Any candidate who completed an initial preparation program after September 1, 2013, completed a program under REPA (Rules for Educator Preparation and Accountability). Because both sets of licensing rules are standards-based and allow the educator preparation program flexibility to establish their own requirements, the transition from Rules 2002 to REPA did not require Ball State University to make significant programmatic changes.

### **Pedagogy Exam**

As of February 10, 2014, candidates must successfully complete an exam to document proficiency in pedagogical knowledge prior to completion of their educator preparation program at Ball State University. This exam is also required for licensure. Prior to February 10, 2014, there was no equivalent pedagogical exam required for candidates. Candidates must complete one (1) of four (4) exams, administered by Pearson, based on the developmental level (school setting) listed on their license. The four exams are Early Childhood Education (004), Elementary Education (005), Secondary Education (006), and P-12 Education (007). All cut-off scores are 220 as approved by the Indiana State Board of Education (SBOE).

### **Professional Education Committee (PEC)**

PEC is comprised of elected representatives from six colleges, the Dean, and the Associate Dean in Teachers College, department chairs from Teachers College, representatives from P-12 schools, and candidates currently in the Educator Preparation Program. PEC governs policy-making for the EPP and all program and curricular changes are approved by PEC prior to being forwarded to the Undergraduate Education Committee (UEC) or the Graduate Education

Committee (GEC). In addition, PEC is responsible for the analysis and review of assessment data for all programs.

### **Clinical Practice Network**

BSU's Clinical Practice Network are collaborative planning partnerships between professional education programs and P-12 schools for the professional development of teachers and the training of future educators.

Faculties at each partnership work together to explore and develop initiatives that are suited to their particular situation with the overall aim being the pursuit of a high-level professionalism and professional growth through the simultaneous improvement of both schools and of teacher education.

### **rGrade™**

rGrade™ is a comprehensive assessment management system. It supports all programs in the Professional Education Unit as well as all academic programs in the Teachers College. rGrade™ was developed at BSU in Spring 2003 by Dr. Matt Stuve, Associate Professor of Educational Psychology, and Mr. Mark Lora. Over the past decade it has evolved into a robust data engine used by students, faculty & staff and administrators alike.

rGrade™ is comprised of a number integrated modules including: courses, programs, rubrics, frameworks (eg. standards), student services & field experiences and eReports. Programs are built using a "Decision Points" or "Learning Outcomes" model, which outlines key assessments to monitor candidate progress and guide decisions regarding candidate performance. These assessments typically utilize rubrics to measure student performance and are either embedded into courses or captured outside of a course. Programs reflect on aggregate data annually and exemplar evidence is archived in the eReports module.

Program performance and progress are available at all times to candidates, faculty, advisors, and program managers through the system. Candidates can monitor their status at each decision point of their program and their qualifications to move toward completion of their license/degree. Candidates and their advisors can monitor progress through completion of all program requirements with guidance tailored to the individual needs of the candidate. Advisors identify when components need to be revised or improved and report that to their respective department chairs. In addition, faculty can access course-based and program-based assessments at all times to check candidate performance and evaluate effectiveness (reliability, fairness, etc.).

rGrade™ features include:

- Rubric development and alignment to standards and benchmarks
- Digital portfolio assessment
- Standards alignment to curriculum and student performance
- Everyday course grading and assessment
- Curriculum mapping and progress point modeling
- Program management and advising

- Master Syllabi management and alignment to standards
- Management of all student teaching field experiences, internships, practica
- Assessment dashboard for University Supervisors and Cooperating Teachers
- Annual data reporting and exemplar archiving

### **State Standards**

Indiana Developmental and Content Standards for Educators were developed by Pearson and adopted by the Indiana Professional Standard Board on December 21, 2010. Standards were developed in 46 content areas and at five school setting developmental levels. These 51 Indiana Developmental and Content Standards for Educators were aligned with the Indiana Academic Standards, the Common Core State Standards, standards for the international Society for Technology in Education (ISTE), and other relevant national standards. The standards were also reviewed by Indiana educators, including some faculty from Ball State University. These standards may be found at [REPA Teaching Standards](#).

EPPs must ensure that candidates who complete an educator preparation program meet these standards. All standards are in rGrade™ and faculty aligned all courses and assessments to these standards. In addition, the Indiana CORE Assessment and the Pedagogy exam, also developed by Pearson, are aligned to the standards.

### **State Board of Education**

Authority for all rules that govern teacher licensing, teacher testing, and the accreditation of teacher education programs fall under the Indiana State Board of Education (SBOE). The Indiana Department of Education (IDOE) is responsible for administering all rules, including processing licenses for all educators.

### **Testing, Basic Skills**

Candidates must successfully complete an exam to document basic skills competency prior to the enrollment in the educator preparation program (Decision Point II).

Prior to **\*July 1, 2013**, candidates in initial licensure programs were required to complete Praxis I, administered by Educational Testing Service (ETS). The cut-off scores for these exams were: Reading (176); Writing (172); Mathematics (175).

Beginning **\*September 1, 2013**, candidates in initial licensure programs were required to complete the Core Academic Skills Assessment (CASA) test, administered by Pearson. The cut-off scores for these exams are: Reading (220); Writing (220); Mathematics (220).

Cut-off scores for all exams are established by the SBOE.

As approved by PEC, candidates may use any of the following alternate assessment to replace either Praxis I or CASA:

- ACT with a score of 24 or better not including writing
- SAT with a composite score of at least 1100
- GRE with a score of at least 1100 (prior to 8/1/2011)
- GRE with a score of at least 301 (after to 8/1/2011)

*\*Between July 1, 2013, and August 31, 2013, candidates had the choice of either exam.*

### **Testing (Content Knowledge)**

Prior to completion of their educator preparation program at Ball State University, individuals must successfully complete an exam to document proficiency in their content area and pedagogy. Successful completion of this exam is also required by the IDOE for licensure.

Prior to **\*May 31, 2014**, candidates in initial preparation programs were required to complete Praxis II, administered by ETS. Cut-off scores are approved by the SBOE.

Beginning **\*June 1, 2014**, candidates in initial preparation programs are required to complete the Indiana CORE Assessment, administered by Pearson. The cut-off score for all Indiana CORE Assessments is 220 as approved by the SBOE.

*\*Between February 1, 2014 and May 31, 2014, candidates could opt to complete either exam.*

A number of faculty at Ball State University participated in the early development of the new exams established by Pearson and the standards setting process used by Pearson to set the cut-off scores.

Program managers completing a SPA Report are advised to provide three (3) years of data. Since there was a transition from Praxis II to the Indiana CORE Assessment during the three year data period, program managers should report on data for both Praxis II and the Indiana CORE Assessment, if data from both tests are available.

IDOE licensing rules (both Rules 2002 and REPA) allow individuals who successfully complete one content exam to add other licensing areas later without additional testing.

If you would like to review the specific requirements of the exam and/or cut-scores offered in your content areas, please go to [Test Requirements and Cut-Scores](#).

### **Use of Assessment Data for Programmatic Improvement**

Each year, programs are required to provide an Annual Report to the Office of the Dean. The Annual Report is due by June 1 and covers data from the calendar year (January 1-December 31). Programs submit assessment data for their key assessments in the Annual Report. In addition, they discuss changes and improvements made in the program based on assessment data. Programs may also comment on ancillary data (i.e., survey data, non-key assessments, etc.) in the narrative.