
2000 NCATE Annual Report

(Part C of the AACTE Annual Report)

Section 1 - Institutional Information:

NCATE ID: 11480
AACTE SID: 1595
Institution: Indiana University at Bloomington/Indianapolis
Unit: School of Education
Next Accreditation Visit: Fall 2002
Last Accreditation Visit: Spring 1997
Deadline to Submit Final: 01/31/2001
Version of Part C:

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Section 3 - NCATE Standards Categories & Weaknesses Section

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Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent

with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

At IUB, during the past five years, the faculty has been revising and reforming all teacher education programs at IUB in light of the guidelines of the IPSB and with the collaboration of PK-12 school-based education professionals. The programs now are moving toward implementation during the current and following school years. The descriptions which follow underscore the commitment of the School of Education as a whole to the creation of revised programs in teacher education. The structure of each of the programs permits an evaluator to note the presence of the unit's conceptual framework as well as the INTASC Principles and IPSB Developmental and Content Standards.

Early Childhood Education:

The first group of students in the revised Early Childhood Education (ECE) program is enrolled this semester, and is taking its first new prerequisite courses in the School of Education. They will start taking the new ECE sequence of courses in the spring.

Elementary Education:

There are four different options for the preparation of elementary teachers which have been designed and approved during the past five years. Extensive consultation with field based teachers occurred in the development of these options.

The Democracy, Diversity, and Social Justice Program (DDSJ) will be offering courses for sophomores in the spring of 2001.

The Teaching All Learners program will be offering its first new education courses in the spring of 2001. This program includes a synthesis of the standards for primary education, intermediate education and exceptional needs. It is expected to become a very popular and demanding program.

The Praxis program will be offering the first group of education courses in the fall of 2001.

The Theory Into Practice program will be offering the first group of education courses in the fall of 2001.

Secondary Education:

The Secondary Anchor program remains under development and major efforts are expected during the 2000 - 01 academic year. The development of teams and assessment systems for each of the secondary subject fields is well underway.

The Community of Teachers program continues in its current form. This standards driven, performance based program is well established and will continue its refinement through the receipt of a K-16 Transition Partner Grant from the Indiana Professional Standards Board. The IPSB program was funded through the U.S. Department of Education Title II Teacher Quality Enhancement Program.

During the past year, the faculty has reaffirmed the Six Guiding Principles which form the foundation for all present and revised teacher education programs. The conceptual framework or guiding principles are included as an attachment.

During this academic year major attention will be focused on at least three areas, which will assist us in the transition to IPSB and the new NCATE 2000 Standards. These include:

- a review of advanced programs with efforts to continue the alignment of these programs with either the existing conceptual framework adopted by the faculty for these programs or to consider the adoption of the unit's six principles which continue to be well-received by the faculty in our initial programs. Then, all advanced program areas must ensure that their curriculum is aligned with standards of their respective professional organizations.
- additional review of the conceptual framework must occur to ensure that the faculty has identified more concrete, more demonstrable expectations of graduates in terms of the NCATE 2000 elements which must be documented. While the six principles have provided direction to the design of all revised teacher preparation courses of the unit, the role or influence of the principles on "courses, teaching, candidate performance, scholarship, service and unit accountability" is documented less extensively. During this academic year, faculty needs to discuss these principles again in detail to define more concrete and measurable expectations of candidates and programs. To elaborate further, we need to deliberate and to identify how the faculty will know that our candidates demonstrate a "sense of community" or their "intellectual curiosity and appreciation of learning through intuition, imagination, and aesthetic experience" actually occur. Additionally, some documentation and research of the knowledge base that permit the unit to continue support of the conceptual framework is necessary. By the end of the year, we need to have specified the methodology by which the framework will be shared with the unit's learning community. Finally, a process, which delineates the continuous and ongoing evaluation for the framework, must be developed.
- our faculty in collaboration with school-based education professionals must continue the development of the unit assessment system. During this academic year, major efforts are planned to ensure a smooth transition to a standards driven curriculum, as well as toward the evaluations associated with field experiences

and student teaching. We believe that we have the structure and organization in place to complete the initial work on the unit's assessment system.

How our conceptual framework for teacher education incorporates the IPSB Standards.

The integration of the INTASC principles into the School of Education's six guiding principles was documented extensively in last year's annual update. During the retreats referenced above, the program coordinators discussed at length the respective IPSB developmental and content standards. As part of their program documentation process, the coordinators are identifying how and where these standards are addressed in their respective program. Also, they are currently developing assessment activities that can be used to ensure that the INTASC principles, content standards, and developmental standards, are addressed within and across our revised programs. With these assessment activities and documents, the program faculty will be in a position to address "gaps" and/or to identify means to strengthen the performances of our students in college classrooms and in public school sites as they complete early field and student teaching activities. By the end of the 2000-2001 academic year, our eight revised programs will have incorporated and clearly documented the INTASC Principles and the IPSB standards.

Conceptual framework weaknesses cited as a result of the last NCATE review:
The evaluation design of the model has not been fully articulated.

2000 Update

During the past year, much effort, planning and collaboration has gone into the development of a philosophy for evaluation and the outline for a set of assessment practices. The Teacher Education Council has approved a conceptual model for the unit's assessment system. The guidelines of the Indiana Professional Standards Board are being utilized to develop plans and strategies for our continuous assessment plan. The system being planned incorporates components for individual student assessment, a management scheme, and a program evaluation component based on the individual student assessments and other data such as testing information, success in field experiences and student teaching as examples.

A description of advances in the evaluation design and plans for this academic year have been described generally in the previous section and will be discussed in detail in the following section of the report.

Please indicate how the unit has addressed these weaknesses.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. Assessments indicate that candidates meet professional, state, and institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies and standards.

Please describe the unit's plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

Candidate Performance

At IUB, all initial programs are in various stages of documenting how and where the unit's conceptual framework, the IPSB developmental level and content standards are addressed in courses within each program. During this academic year, an effort will be made to ensure that the faculty considers the inclusion in their course syllabi reference to the specific "knowledge, skills and dispositions" included in each course. At the present time, existing assessments of candidate progress in meeting standards are being collected and documented. While much work remains to be done, the process of the transition to standards based programs and courses has begun and in some programs is close to completion. As the faculty continues with its work, we expect to note the development of more specific field experience expectations, and far more specific and detailed observation guidelines and evaluations for student teaching.

**Weaknesses related to Standard 1 cited as a result of the last NCATE review:
Please indicate how the unit has addressed these weaknesses.**

Candidates in secondary education programs are not adequately prepared to teach exceptional populations in the classrooms.

2000 Update

In 1998 - 99, after reviewing secondary students evaluations and comments, we took immediate steps to design a specific course offering for secondary students. In the past,

an effort was made to infuse work on exceptional needs students throughout the secondary curriculum. Based on the site team feedback and data from graduate surveys, we realized that this effort was not as effective as we originally intended.

The Special Education faculty developed a course designed for working with special populations of students in the secondary school. The course was approved by the faculty, by the Department of Curriculum and Instruction, the Teacher Education Council and finally by the unit's governance group, the Policy Council. The course, Educ K206, was offered during the Summer 1999 session and has been offered each semester thereafter. Additionally, the Teacher Education Council approved the addition of a requirement that all new secondary majors be required to complete this course or an equivalent. The effective date of the policy requiring the enrollment of all new secondary majors was Fall semester, 1999.

We feel the weakness is now met.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

Evaluations, Changes and Plans, 1999 - 2000

During the past academic year, there have been major advancements in our data tracking capabilities with candidates. The unit has initiated a massive effort to develop a web-based database, called the School of Education Omnibase. Included are programs for students to apply for admission to the School of Education, admission to the Teacher Education Program, apply for student teaching, track licensure transactions, develop the template for Title II Reporting Guidelines of the US Department of Education, and automate as far as possible the Annual NCATE/AACTE JDACS Report. Efforts are underway at this time to develop a structure to measure student performance within the IUB standards based teacher preparation programs.

As a result of these advancements and enhancements of our management of information, a change of methodology and even the philosophy of collecting enrollment information in the teacher preparation program resulted. In the past, we had a separate Rbase data management tracking system for candidates' admission to the teacher education program. As a result of the new Omnibase program, our Annual Reports will reflect changes for

2000. For example, in the past the data base was designed to check on course enrollments as the basis of identifying candidates admitted to the teacher education program. While generally accurate, we did not have an effective way to eliminate those students in upper division courses who were not admitted to the program. The new system has overcome the previous limitation. We are pleased with the ongoing possibilities associated with the Omnibase. It will be important to note trend data differences as one reviews past reports and the reports submitted this year. We have not experienced real changes in enrollment. As a matter of fact, they continue to be robust and slightly increasing. However, if one compares the information from last year in relation to this year's report, there will be significant differences in enrollment information.

Unit Assessment System Development

At IUB to date, eight revised teacher education programs have been approved at Indiana University, Bloomington, as a result of an effort to re-conceptualize teacher education and create both revised and new program offerings. The teacher education faculty has approached the performance-based program requirements and the development of a unit assessment system by first reviewing these programs. The faculty identified and approved six guiding principles to serve as our conceptual framework and as the foundation for teacher education courses and programs, and for the assessment of our programs.

Some of the revised programs were available for student admission as early as Fall, 1999. The further implementation of our revised programs has continued in the Fall of 2000 and will be completed by the Fall of 2001. With the completion of our revised programs and the initiation of different courses, teacher education faculty has begun to focus its attention on the implementation of these courses, associated field experiences, and assessment activities.

This report will focus on the work completed by the faculty over the past year that was directed at the implementation of the revised programs and their assessment. Also, the agenda for faculty efforts for the 2000-2001 academic year will be summarized.

During the past year, two comprehensive, day long retreats were held with the program coordinators and the deans of teacher education. These retreats involved discussions surrounding the implementation and assessments of how students and programs will demonstrate their accomplishment of the School of Education's six guiding principles, that serve as the conceptual framework. As a result of the discussions, coordinators were asked to document where in each program these principles are addressed and how the faculty has envisioned its assessment. The program areas are in various stages of completion of this documentation. It is anticipated that those documents will be submitted for internal approval on the IUB campus by the end of 2000-01 academic year.

The next task facing the program coordinators will be to identify possible "gaps" – either the fact that principle(s) are not addressed adequately and/or clear assessments have not

been incorporated into courses and field experiences. Simultaneously, this year, a teacher education faculty work group will deliberate on the School's six guiding principles. This group will begin to identify more demonstrable expectations reflecting these principles; in other words, they will find ways in which students can show how they have incorporated these principles into their professional sensibility.

How the IUB Unit Assessment System incorporates stakeholders' involvement in its development and management.

As presented in previous annual reports, IUB has made a concerted commitment to involve stakeholders in the revision of the teacher education programs. At the current stage of implementation of revised courses and associated field experiences and assessments, this commitment continues. Two formal policy-making groups with significant representation of stakeholders are and will continue to be integral to the ongoing management and assessment of the teacher education programs. Given the work agenda for the coming year, these two groups will be involved intimately.

One such policy group is the Teacher Education Council (TEC), the governing body for teacher education at IUB. The TEC includes seven School of Education representatives, three faculty from other units of IUB, three P-12 teachers and/or administrators, one undergraduate and one graduate student, one staff member, and three *ex-officio* members. The TEC will provide the overall management and review of the School's unit assessment system. This academic year, its working agenda will include:

- approval of the demonstrable expectations of the School's six guiding principles;
- review of decision points and criteria according to which students' progress will be reviewed;
- identification of criteria for assessing individual programs;
- reporting mechanisms, essentially coordinated by the Associate Dean for Teacher Education and the Assistant Dean for Teacher Education; and
- development of a working plan for the overall management, review and revision of the unit assessment system.

A second policy-making group is the Joint Advisory Review Board (JARB) a collaborative board that includes the Monroe County Community School Corporation (MCCSC) and the School of Education. JARB will address program issues and policies as they impact education students' involvement in MCCSC schools. The Board is made up of three teachers, one MCCSC department chairperson, one building principal, an assistant superintendent, and six School of Education representatives. During the past year, JARB has discussed the unit assessment system and its seven criteria set forth by the IPSB.

During this academic year, its working agenda will include:

- identification of teacher/faculty teams to work on the assessments of program field experiences

