

ANNUAL INSTITUTIONAL QUESTIONNAIRE ON TEACHER PREPARATION

ACADEMIC YEAR: 1999 - 2000

INDIANA UNIVERSITY SCHOOL OF EDUCATION  
AT BLOOMINGTON

Submitted by

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## Annual Institutional Questionnaire on Teacher Preparation: 1999 - 2000

Indiana University School of Education at Bloomington  
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### Section I. Institutional Information.

#### A. History of the School of Education.

Nearly 150 years ago, in 1852, the Indiana General Assembly took the initial step in the development of the School of Education by providing for the establishment at Indiana University of a "Normal Department for instruction in the theory and practice of teaching." The Department, during the ensuing 34 years, underwent several name changes becoming the Department of Education in 1886 within what is known now as the College of Arts and Sciences. In 1908, the General Assembly enacted legislation requiring formal training for public school teachers and this action resulted in the renaming of the Department as the School of Education. At this time there were four faculty members and 189 students. In May 1923, the School of Education became autonomous from the College of Arts and Sciences. The first B.S. Degree was granted in 1925, the first M.S. Degree in 1929, and in 1932 the first Ed.D. was awarded. The Ph.D. with a major in education has been awarded through the University Graduate School since 1924.

Education classes have been taught in Indianapolis since 1914, when the Extension Division of Indiana University was established. In 1969, it became possible to earn a bachelor's degree in education and the following year the branch campuses of Indiana University and Purdue University were unified in the establishment of Indiana University - Purdue University at Indianapolis. In 1975, the Indianapolis and Bloomington campuses merged into a single School of Education referred to as the Core Campus of the School of Education.

In 1992, the School of Education at Bloomington moved into a new W. W. Wright Education Building featuring the latest in technological facilities for instruction, professional development and research. All academic programs on the Bloomington campus are now housed in this building. Also, housed in the W. W. Wright Building is the Center for Research and Learning Technology (CRLT) is a model facility for the application of technology to instruction and for educational support services.

#### B. Mission of the School of Education.

The School of Education prepares highly qualified individuals for professional positions as PK-12 teachers, as school service personnel, and as educational leaders in schools, higher education and in business and industry. Our mission is to ensure that our graduates provide every student or client, professional, high quality instruction, services,

and/or leadership. We implement our mission through our beliefs that students can succeed, that developing a community of learners is essential, that high quality instruction is a right, that thorough preparation for entry into a profession is paramount, and that support of professional development or continuing education for education professionals is an obligation. We are proud of our graduates and the roles they fulfill in enhancing the lives of those with whom they interact.

C. Student Demographic Characteristics.

The School of Education at Bloomington has 2095 students admitted to its various teacher education programs. An additional 1057 students are in various stages of seeking admission to their program of choice. Most undergraduates are of traditional college age and the vast majority attend full-time (92%). Most are Indiana residents (81%). Of the graduate and undergraduate enrollments in the School, 15 percent represent diverse ethnic and racial groups and 8 percent represent 42 different countries of the world. The banner displayed in the atrium of the School of Education proclaims, "Welcome to the people of the world."

D. Type of Institution.

The School of Education has had a long-standing proficiency testing program to assess basic skills of entering students. In 1986, this testing program was expanded to accommodate legislation passed by the Indiana General Assembly that mandated basic skills and content knowledge skills of all applicants for initial licenses who did not have three years of teaching experience. Presently, candidates are required to achieve a qualifying score on their skills assessment at two points during their pre-service teacher education programs.

1) *Admission to the Teacher Education Program:* Candidates must have successfully completed specific identified academic courses, specific professional education courses, one school-based field experience, demonstrated their skills in written and oral expression, achieved a cumulative grade point average of at least a 2.5, and achieved a qualifying score on either the Pre-Professional Skills Test (PPST) or the Computer Based Test (CBT) of basic skills in the areas of reading, writing, and mathematics. Effective with the Fall semester 2000, the qualifying scores for the three skill areas are the same as those required by the Indiana Professional Standards Board.

2) *Recommendation for Initial Licensure:* Presently, the School's assessment guidelines include the requirement that all candidates complete the basic skills assessment prior to their admission to the Teacher Education Program thus serving a gatekeeper function at the admission level. At the point of exit, candidates are required to present qualifying score(s) in their academic content fields prior to licensure, but these exams are not required for graduation.

E. Definition of Program Completer.

In the School of Education, a program completer is a teacher candidate who has completed requirements for admission to the Teacher Education Program, who has completed necessary course and degree requirements, and who has completed all requirements for an Initial Teacher's License in the state of Indiana except for content area exam(s). It is not necessary for a candidate to actually apply for a license to be considered a program completer.

F. Teacher Preparation Programs.

The Indiana University School of Education at Bloomington offers 22 different initial license programs with several programs having multiple options and some having primary and supporting teaching areas. These programs include early childhood education (Pre - K), elementary education (1-6), secondary education (5-12), and all-grade education (K-12) options. Additionally, the School offers a wide range of graduate level licensure and non-licensure programs including school counseling, educational leadership, school psychology, school media services, speech and hearing pathology, language education, elementary education, and secondary education. Non-licensure programs are available in instructional systems technology, educational psychology, counseling psychology, history and philosophy of education and comparative education.

Secondary and elementary teacher candidates who already hold a bachelor's degree may apply for admission to licensure only programs or to master's degree programs in their selected fields of study.

The School of Education is ranked 15<sup>th</sup> in the United States by the U.S. News and World Report. Several programs listed above are ranked in the top ten programs in the country.

G. Accreditation.

The Indiana University Bloomington campus is accredited by the North Central Association of Colleges and School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Several of the School's programs are accredited by national professional organizations. All licensure programs are approved by the Indiana Professional Standards Board (IPSB).

## **Section II. Program Information.**

1. Total number of students admitted into the IUB teacher preparation program in all specializations during the academic year 1999 - 2000 was 2,095.
2. The number of students in supervised student teaching experiences during the academic year 1999-2000 was 720.
3. The number of faculty members who supervised student teachers:
  - a. Full-time faculty in professional education who supervised student teachers was 12.
  - b. Part-time faculty in professional education, but full-time in the institution who supervised student teachers was 1.
  - c. Part-time faculty in professional education, not otherwise employed by the institution who supervised student teachers was 41.

Total faculty student teaching supervisors: 54

4. Student teacher/faculty ration was 1:14.
- 5a. The average number of student teaching hours per week required: 40
- 5b. The total number of weeks of supervised student teaching required ranged from a minimum of 10 weeks full time to 16 weeks full time.
- 5c. The average total number of hours in student teaching required was minimum of 400 hours.

## **Section III. Pass Rates.**

The information that follows in Tables 1 and 2 reflect the performance of program completers of the Indiana University School of Education on teacher licensure assessments used in the state of Indiana. This information was provided to the School of Education by Educational Testing Service of Princeton, NJ.

Table 1 includes the single-assessment pass rate data for academic year 1999-2000 for program completers from the Indiana University School of Education at Bloomington. Please note that institutional pass rates and percentages are provided only when 10 or more individuals took a particular exam.

The information that follows reflects the achievement of a qualifying score for those individuals in fields where there were less than 10 individuals taking a particular assessment. This information comes from records provided the School by Educational Testing Service.

<u>Field</u>	<u>Number Taking Assessment</u>	<u>Number Passing</u>	<u>Pass Rate</u>
Pre-K Education	1	1	100%
Early Childhood	2	2	100%
French	2	2	100%
German	2	2	100%
Spanish	8	8	100%
Chemistry	4	4	100%
Physics	2	2	100%
Earth Sciences	3	3	100%
Economics	2	2	100%
Geography	7	7	100%
Spch Com/Theat	7	7	100%
Psychology	8	8	100%
Health Education	3	3	100%
Sociology	4	4	100%

Table 2 includes aggregate and summary institution level pass rate data for academic year 1999-2000 for program completers from the Indiana University School of Education at Bloomington. Please note that aggregate pass rates and percentages are provided when there are 10 or more individuals included in the particular assessment category. Therefore, please note that the individual who took the professional knowledge assessment achieved a qualifying score. Thus, the institutional pass rate on that assessment is 100%.

The Indiana University School of Education is pleased to present this report to the Indiana Professional Standards Board.

**Section IV. Certification.**

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

Signature:

Gerardo M. Gonzalez, University Dean of Education

Certification of review of submission:

Signature:

Kenneth R.R. Gros Louis, Vice President for Academic Affairs and  
Chancellor - Bloomington