Title II
Higher Education Act

SUBMIT REPORTS

Contact Us - Glossary - Log out

Indiana State University

Traditional Program

2009-10

Print Report Card

Program Information

Name of Institution:	Indiana State University
Institution/Program Type:	Traditional
Academic Year:	2009-10
State:	Indiana
Address:	401 N 7th Street
	Room 109
	Terre Haute, IN, 47809
Contact Name:	Dr. Susan Powers
Phone:	812-237-2918
Email:	Susan.Powers@indstate.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	No	No
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bechelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

http://coe.indstate.edu/ess/index.htm

Indicate when students are formally admitted into your initial teacher certification program:

Other   Upon completion of requirements

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

We have a small number of students who complete the undergraduate teacher education program as post-bacc. The initial teaching license for Speech Pathology requires a master's degree

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	1219
Unduplicated number of males enrolled in 2009-10:	422
Unduplicated number of females enrolled in 2009-10:	797

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	17
Race	
American Indian or Alaska Native:	5
Asian:	5
Black or African American:	76
Native Hawaiian or Other Pacific Islander:	0
White:	1098
Two or more races:	7

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	178
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	18
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	882

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art Education	6

Business Education	3
CTE: Family and Consumer Science	9
Elementary Education	66
English Education	6
Health Education	1
Math Education	12
Music:Instrumental/General Education	11
Music:Vocal/General Education	5
Physical Education Teaching	18
Science Education	5
Social Studies Education	25
Spanish Education	3
Special Education	19
Technology Education	4
TOTAL	193

Subject area	Number prepared
Business	3
Career and Technical Education	9
Early Childhood Education	2
Elementary Generalist	88
English as a New Language	2
Exceptional Needs	19
Fine Arts	22
Health	1
Language Arts	6
Mathematics	12
Physical Education	18
Reading	26
Science	8
Social Studies	25
Technology Education	4
World Languages	2
TOTAL	193

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 192

2008-09: 242

2007-08: 180

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2009-10 **Goal:** 10 **Goal met?** Yes **Description of strategies used to achieve goal:** We are in the second year of Noyce grant to attract students from the traditional math major into teaching. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We do want to be able to continually increase this number - Math recently revised the curriculum to better prepare teachers.
Science	**Academic year:** 2009-10 **Goal:** 5 **Goal met?** Yes **Description of strategies used to achieve goal:**

We reduced the number of required areas from 2 to 1 to appeal to more students. We have planned a future revision to make it easier for science majors to add a teaching minor.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

In 2010-11, changes made to state licensure requirements have necessitated a change in the Science Education curriculum that aligns the selected area of specialization with the non-teaching degree in that area. The science core remained much the same in order to assure proper preparation of middle school students. The resulting program is longer in credit hours. It is unknown at this point if the additional credit hours will hamper enrollment or encourage enrollment as it will make for an easier transition/option for traditional science majors to add a teaching license.

Special education	**Academic year:** 2009-10 **Goal:** 20 **Goal met?** Yes **Description of strategies used to achieve goal:** SPED is a dual major option with Elementary Education. Through initial advising, we work to inform students seeking just ELED to consider adding the SPED major to increase their skills and options after graduation. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2009-10 **Goal:** 5 **Goal met?** No **Description of strategies used to achieve goal:** We talk to students early in recruitment to encourage this addition to their license. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Official records indicate only 6 students seeking the minor that leads to licensure as an ENL instructor. The students we know who will complete this minor will not graduate until 2010-11. Anecdotally we know of many more - we need to do a better job of requiring our students to formally declare the minor for record-keeping.
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:**

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

As part of the TOTAL program, all Elementary and Special Education majors complete an extended field experience prior to student teaching. During this experience they 3 days a week, all day for most of the semester co-teaching in an elementary class. All placements for this FE are in low-income schools, and must complete a final report that in which student indicate how they would differentiate instruction for low income students. Overall, the district in which we place all pre-service teachers (P-12) for field experiences ranks at the top in the state for percentage of free and reduced lunch.

We have extended the pre-student field experience opportunities such that all Elementary/Special Education students spend over half of a semester full-time in a classroom co-teaching, and Secondary/All-Grade majors spend 5 weeks co-teaching a class every day.

To help teachers respond to LEAs, we actively place students in our Professional Development Schools and have a

program developed with the local school district that brings in an experienced teacher for a year to work with our faculty and students.

The Behavioral Management course is being encouraged for all Elementary Education majors (not just SPED) with a move to make it a required part of the program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				100	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	172
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				87	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				98	171
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	170
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1				100	647
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6				100	652
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	645

ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	3				75	162
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	4				100	162
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	2				94	163
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				100	648
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	171
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	170
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	12	165	12	100	97	169
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	18	167	18	100	100	173
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	30	170	30	100	99	173
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	21	169	21	100	100	173
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS)	12	177	12	100	99	180

Other enrolled students

ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	19	178	19	100	99	181
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	33	182	33	100	100	181
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	26	174	21	81	89	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	85	177	79	93	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	113	176	107	95	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	80	177	79	99	99	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				100	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	182	11	100	100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				100	177
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	2				100	629
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	7				100	169
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS)	1				100	679

All program completers, 2009-10

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				100	691
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	4				100	706
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				85	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	144	9	82	97	156
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	148	11	92	99	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11	142	9	82	98	157
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	172
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	171	16	100	99	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15	171	15	100	100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15	172	15	100	100	172
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	157	15	94	98	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	158	16	94	98	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS)	12	159	12	100	99	160

All program completers, 2007-08						
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	262	180	260	99	99	182
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	170	181	170	100	100	182
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	218	181	218	100	100	182
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	158	181	158	100	100	182
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	265	180	263	99	98	180
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	171	180	170	99	99	180
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	221	180	220	100	99	180
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	158	179	156	99	100	180
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	263	176	263	100	99	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	172	176	172	100	100	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	217	176	217	100	100	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	154	175	154	100	100	177
ETS0300 - READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	26	504	26	100	100	519
ETS0300 - READING SPECIALIST	85	505	85	100	100	522

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	117	500	117	100	100	521
ETS0300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	81	498	81	100	100	526
ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	21	165	21	100	100	166
ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22	165	22	100	99	167
ETS0081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	19	164	19	100	100	168
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				97	174
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				95	172
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	175
ETS0050 - TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	658
ETS0050 - TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				95	647
ETS0050 - TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	8				100	652

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)

All program completers, 2009-10	191	182	95	98
All program completers, 2008-09	238	235	99	98
All program completers, 2007-08	175	171	98	99

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Faculty model technology integration and pre-service teachers have an expectation to complete technology facilitated assignments, lesson plans, and unit plans.

All pre-service teachers are required to complete a culminating unit report which demonstrates their impact on P-12 student learning. As part of that report, students are required to collect, manage and analyze their student data to determine their impact on student learning and plan for next steps. All data is managed and analyzed through technology.

The concepts of UDL is taught to all pre-service teachers and they are expected to use these principals during all field experiences and student teaching and are evaluated on their ability to do so.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

  Yes

- **participate as a member of individualized education program teams**

  Yes

- **teach students who are limited English proficient effectively**

  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All of our pre-service teachers are required to complete activities during their field experiences and student teaching which involve them in working with IEP teams (as long as parents give permission). A required course for all majors gives an introduction to disabilities and how to different instruction given different student abilities.

Secondary education majors receive preliminary instruction on how to work with limited English proficiency students and gain most experience/knowledge from the teachers in the field. Starting Fall 2010, an instructional module developed in cooperation with Language Education and an ENL instructor will added to the curriculum.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

  Yes

- **participate as a member of individualized education program teams**

  Yes

- **teach students who are limited English proficient effectively**

  Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All of our special education majors are also elementary education majors (it is a dual major), so in addition to the focus in Special Education classes and field experiences which work on effective teaching strategies and the role and function

of IEP teams, they have the same emphasis on working with limited English proficiency students and the extended field work and student teaching that increases exposure to these students.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Indiana State University

Traditional Program

2009-10

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)