2011 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11471		AACTE SID:	1603
Institution:	Indiana University Southeast			
Unit:	School of Education			

Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

331

Please enter numeric data only.(Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

   No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

   No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

   No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

   No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

   No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

   No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

   No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in while or in significant part by a non-profit or for-profit partner

   No Change / Not Applicable

9. Addition or removal of a level of preparation(e.g., a master's degree).

   No Change / Not Applicable

Section III. Areas for Improvement

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

We did not have any areas for improvement cited from our 2005 visit.

Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

℮ Std. 1	℮ Std. 2	ᖯ Std. 3	℮ Std. 4	℮ Std. 5	℮ Std. 6

The School of Education voted to select standard 3 as our target. We've always had a strong clinical and field component but wanted to strengthen it to better meet the needs of schools, our candidates and Indiana's changing regulations regarding student teaching and teacher performance. A team of facuty and staff began working by deconstructing the elements and information regarding Std. 3 target. Our plan was to first, as a team, get a sense of how each program addressed each element of the acceptable for Std. 3, determine how close each team was to target and to begin to work with programs on areas in need of strengthening. From this analysis, the team would identify from their reserach what needed to be done to work toward target. Each progdram team would then determine what needs to be done over the long term and make this part of their annual action plans. Std. 3 team will monitor progress each year on the goals of each team on clinical practice. The second part of our plan to research best practices in cinical practice in the NCATE Blue Ribbon Plan on Transforming Teacher Education through Clinical Practice document. For 2011- 12 Std.3 team determine what evidence needed to be collected and made this part of their action plan for the academic year. After reviewing the current status of field experience for each program the team was able to determine what information they needed to collect and to set the direction for the next year. Surveys were administered to faculty, to be collected later in April 2012, to determine (1) the use of technology in clinical practice, (2) due process and (3) diversity of field experiences. These were areas we felt need some special attention and review. This information will be analyzed to determine what needs to be improved and will be part of the 2012-13 action plan for the Std. 3 team and shared with all program teams. The team also determined from the initial review a need to gather more detailed information on reflective practice in field experience. At this time 50% of programs provided data on reflection. The team is reviewing syllabi to note where reflection opportunities exist. Also during this academic year the team collected information from supervising teachers to determine their level of the expertise in the field. The team is also developing a list of professional development opportunities for supervising teachers that these professional might attend and thus enhance their expertise. Professional development opportunities will be posted on the new SOE webpage. The dean will monitor Std 3 and all program action plans to ensure progress and continued movement toward target.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

This was the first time IUS had to submit SPA reports and overall we did fairly well for first timers. Such reports will give more detail by program. We also collect data from other sources such as employers, supervising teachers, program completers, and principals. For this report I will summarize data from our spirng 2010 Employer Survey of Masters in Elementary Program completers and spring 2010 IUS Employer Survey of BS Graduates 1-Year-Out. Each survey required the responders to address our conceptual framework which is built on the four themes of our mission - High Quality Educator, Caring Professional, School Transformation, and Diversity. Excel spread sheets are attached for seach survey.
Overall for our Master Elementary candidates employers agree or strongly agreed between 90 to 86% that our candidates were high quality (which addresses content) and knew their subject/content which was #5. Employers who responded to our undergradate survey of teachers who were one-year out from graduation indicated 100% that our candidates knew and were able to teach their subject/content. There are many other areas on the surveys that also address content and pedagogy. We did have some areas for improvement mostly related to classroom management.

Exhibits that support the narrative: ⬭ Spring Employer Survey for BS Graduates 1-year-out ⬭ Spring Employer Survey for MS in Elementary Program Completers

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

Report Preparer's Information

Name: Gloria J. Murray

Phone: 812-941-2448

E-mail: glomurra@ius.edu