2012 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. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

321

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?
Data are on School of Education Website under About Us header. Title II, Part C AACTE/NCATE, PEDS, Employer Surveys,:
http://www.ius.edu/education

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).

   No Change / Not Applicable

2. 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

3. 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

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.

   No Change / Not Applicable

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.

   No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in **Delivery of a program in whole or in significant part by a non-profit or for-profit partner**

   No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in **Budget**

   No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in **Candidate enrollment**

   No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in **Size of the full-time faculty**

   No Change / Not Applicable

Section IV. Areas for Improvement

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

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

Std. 1   Std. 2   **⟱** Std. 3   Std. 4   Std. 5   Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

We added an addendum to our conceptual framework which explains our progress and our tentative timeline for target. The addendum is attached. This document is part of our upcoming 11/13 NCATE accreditation exhibits and documentation. The unit moved forward with building intensive partnerships with schools in Southern Indiana and our reciprocity counties in Kentucky. The elementary program (which includes special education students for most their program) began its new field intensive clinical model spring 2012. See attached draft diagram of the program. Four schools were identified in Louisville KY as partner schools for Block 1 and 2 practicum experiences. Two partner schools were identified for Block 3 practicum and teaching experiences and six partner schools will be used for Block 4 clinical experience (co-teaching/student teaching) fall 2013. As we interact with these schools for the first time in the new Elementary Program, we are finding some schools are a good match for us and some are not. This is our first run-through with all the schools in this new arrangement. We provided training for the teachers on co-teaching for Block 4 and we worked with school administrators and teachers with professional development and all elements of the program. We are working toward building solid relationships with the schools so they can contribute to all components of the Elementary Program. Secondary Education began its move toward target spring 2013 meeting with school administrators in two of our major local school districts to discuss the new and improved clinical model. School districts are very interested in working with us and contributing to building a partnership that is more intentional. Our largest school district in Kentucky (Louisville) will be meeting with us to discuss their the involvement with us and co-teaching.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The School of Education submitted its Institutional Report (IR) in March 2013. Explanation regarding Standard 2 is part of that report. To respond to the question for this section, Standard 2 exhibit fused for this report is the Timeline of Program and Quality Team Changes. We have other exhibits that address this question which are part of the NCATE IR report.

Exhibits that support the narrative: 📎 Addendum to the Conceptual Framework - exhibit for question 2 regarding target 📎 Timeline of Program and Quality Teams' Changes.docx

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