

ANNUAL INSTITUTIONAL REPORT ON TEACHER
PREPARATION

ACADEMIC YEAR: 1999 - 2000

INDIANA UNIVERSITY SCHOOL OF EDUCATION
AT IUPUI

Submitted by

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INDIANA UNIVERSITY SCHOOL OF EDUCATION AT IUPUI

Mission

IUPUI offers the most comprehensive range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. IUPUI is an urban research university created as a partnership by and between Indiana and Purdue Universities in 1969. It is the home campus for statewide programs in medicine, dentistry, nursing, allied health and social work and extends its program offerings through IUPUI Columbus.

The Indiana University School of Education is a "core campus" comprising faculty based in Indianapolis and Bloomington. Teacher education programs at IUPUI are distinct from those at IUB and are distinguished by their strong field base and collaboration with schools in the metropolitan area.

"Learning to Teach/Teaching to Learn" -- IUPUI's program leading to initial licensure -- is organized around six Principles of Teacher Education. Those principles emphasize the need for a deep understanding of subject matter, inquiry oriented practice, teaching to support the school success of diverse learners, an understanding of schools in the context of society and culture, and ongoing membership in a community of learners.

Student Demographic Characteristics

More than 60 percent of the undergraduate students at IUPUI are the first in their families to attend college. Nearly 65 percent of new freshmen require a remedial math course while 15 percent require a remedial writing course. IUPUI is a "destination" campus for transfers. Of the students "new" to the IUPUI campus each year, 55 percent enter as freshmen while fully 45 percent are transfer students.

Eighty-three percent of undergraduate students enrolled at IUPUI are employed, working an average of 32 hours per week. In the SOE, 85 percent of the students demonstrate financial need. Nearly 30 percent of the students have children. Of the candidates, about three-fourths are female. Ten percent are minority with eight percent African American. Virtually all are Indiana residents. About two-thirds of the students attend on a full-time basis.

Type of Institution

All students enter IUPUI through University College. Students who declare an interest in Education may be jointly admitted to University College and the School of Education. Admission to Teacher Education [TE] per se is a separate process than admission to the School and typically occurs at the end of the sophomore year.

The 1999-2000 program completers began the program between 1988 and 1997. At that time, admission to Teacher Education required students to have completed required courses in oral and written communications and information technology with a grade of "C" or higher, completed 75 percent of their general education coursework and achieved a minimum overall GPA of 2.5.

Applicants had to pass a basic skills test in reading, writing and mathematics, but at a level lower than the state later established for licensure. Exceptions were made to admit some minority candidates who did not achieve passing scores. The 1999-2000 program completers could also be admitted if they had achieved qualifying scores on the SAT. For this cohort of program completers, neither admission to Student Teaching nor graduation required that candidates pass the Praxis II specialty exam.

For the 1999-2000 program completers, IUPUI was a Licensure Institution.

It is important to note that the expectations of students admitted to Teacher Education prior to Fall 1999 are different from those of students admitted to Teacher Education beginning Fall 1999. [See **Contextual Information** below]

Program Completer

For the 1999-2000 cohort at IUPUI, a program completer was a student admitted to Teacher Education who had completed all degree requirements; they were not required to take an NTE or Praxis II specialty test to complete the program.

Teacher Preparation Programs

IUPUI is a combination program offering both a baccalaureate program leading to a teaching license in any of 10 areas and four graduate-level programs leading to initial licensure.

Accreditation

IUPUI is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are accredited by the Indiana Professional Standards Board (IPSB).

Contextual information

Unique Program Characteristics

IUPUI collaborates with 20 "professional development schools" that reflect the rich cultural and linguistic diversity of the metropolitan area. Students are based in one of these professional development school sites for the three semesters prior to student teaching when they complete 120 hours of supervised field experience. The fieldwork is closely associated with coursework, carefully integrated with the overall curriculum and supervised by course instructors and mentor teachers. Typically teacher education courses are taught on-location at the school site.

Many candidates have additional practical experience through service learning components of general education courses.

Learning to Teach/Teaching to Learn is a carefully articulated program rather than simply a collection of isolated courses. The program has cohort structure for both full-time and part-time students. There is explicit attention to making connections across content areas. Issues related to supporting all learners are addressed across the curriculum.

Faculty members who teach in the program demonstrate the collaboration, technology integration and other best practices that are the hallmark of good teaching. They take seriously the responsibility to serve as models for future teachers.

Notable Features and Accomplishments

In 1997, Learning to Teach/Teaching to Learn was recognized by the Association for Teacher Educators as one of three "Distinguished Programs in Teacher Education."

At IUPUI, undergraduate students in Teacher Education have many opportunities to work closely with faculty and mentor teachers on research that addresses real problems of teaching and learning. During the 1999-2000 academic year, 17 students or former students were co-authors with faculty on publications, and 41 students were involved in presentations to state or national professional

conferences. Five undergraduates made *independent* conference presentations and secured grants to support their travel.

As of Fall 1999, IUPUI modified the application to Teacher Education to require a writing sample, a 2.5 GPA, completion of prerequisite courses *and* passing scores on PRAXIS 1 at the new higher level established by IPSB for program completers. With that change, IUPUI became a Gatekeeper institution for Praxis 1 (basic skills).

After Spring 2002, candidates will be required to pass the Praxis II specialty test as a condition of graduation, and at that point, IUPUI will be an Exit institution.

Section II. PROGRAM INFORMATION

Table 1: Single-Assessment Pass-Rate Data: Academic Year: 1999-2000
Testing Period: 9/95-8/00 **Number of Program Completers: 242**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
<i>Communication Skills</i>	500	11	10	91%	99%
<i>General Knowledge</i>	510	21	20	95%	94%
<i>Professional Knowledge</i>	520	19	19	100%	98%
<i>PPST Reading</i>	710	61	58	95%	95%
<i>CBT Reading</i>	711	160	153	96%	97%
<i>PPST Writing</i>	720	67	64	96%	98%
<i>CBT Writing</i>	721	154	152	99%	98%
<i>PPST Mathematics</i>	730	63	55	87%	91%
<i>CBT Mathematics</i>	731	156	142	91%	93%
Academic Content Areas					
Elementary Education	010	28	28	100%	100%
Elementary Education	011	79	78	99%	99%
English Language	040	4	4	100%	100%
English Language	041	27	25	93%	94%
Mathematics	060	6	6	100%	99%
Physical Education	090	17	15	88%	96%
Art Education	130	13	13	100%	99%
Spanish	190	7	7	100%	93%
Biology	230	6	6	100%	98%
Chemistry	240	2	2	100%	83%
Physics	260	1	1	100%	
General Science	430	3	3	100%	100%
Earth/Space Science	570	2	2	100%	100%
Economics	910	1	1	100%	91%
Geography	920	11	11	100%	100%
Other Content Areas					
Speech Communication	220	1	1	100%	100%
Psychology	390	12	12	100%	100%
Sociology	950	4	4	100%	100%
Teaching Special Populations					
Severe Disabilities	380	1	1	100%	100%

1. Total number of students admitted into teacher preparation, all specializations, in academic year 1999-2000	550*
2. Number of students in supervised student teaching in academic year 1999-2000	249
3. Number of faculty members who supervised student teachers:	
a. Full-time faculty in professional education	6
b. Part-time faculty in professional education but full-time in the institution	6
c. Part-time faculty in professional education, not otherwise employed by the institution	21
Total faculty student teaching supervisors	33
4. Student teacher/faculty ratio	8:1
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	16
5.c. Average total number of hours required	640**

* This number includes 60 candidates at Columbus.
Almost 800 additional undergraduate students indicate interest in an Education major but are not admitted to Teacher Education.

** See *Contextual Information/Unique Program Characteristics* above.

Table 2: Aggregate Institution-Level Pass-Rate Data: Academic Year: 1999-2000

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<i>Basic Skills</i>	236	212	90%	92%
<i>Academic Content Areas</i>	207	202	98%	98%
<i>Other Content Areas</i>	17	17	100%	100%
<i>Teaching Special Populations</i>	1	1	100%	100%
Summary Totals and Pass Rates	242	217	90%	92%

Testing Period: 9/95-8/00
 Number of
 Program Completers:
242

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 in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

 Barbara Wilcox
 Executive Associate Dean for
 Indianapolis

 Gerardo M. Gonzalez
 University Dean

Certification of review of submission:

 William Plater
 Executive Vice Chancellor and Dean of the Faculties