

2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11480	AACTE SID:	1595
Institution:	Indiana University at Bloomington/Indianapolis		
Unit:	School of Education	Deadline to Submit Final Version of Part C:	01/31/2010
Next Accreditation Visit:	S10	Last Accreditation Visit:	F02

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

679

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 2008-2009 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 4. Substantive Changes

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

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

Program	Level	Degree Level	# of Candidates Enrolled
ESL Certification	ADV	Licensure Only	10

- Addition or removal of a level of preparation (e.g., a master's degree).
- 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.
- Increased offerings for the preparation of education professionals at off-campus sites and outside the

United States.

5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.
6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution Has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional

standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

If you have another comments, use the space below:

As a result of our last accreditation in 2002, we did not receive any areas for improvement. Over the course of the past year, we have been preparing a number of SPA reports and the Institutional Report for our April 2010 accreditation visit. We have agreed to pilot the streamlined review process and thus had to submit the Institutional Report in November 2009. We will receive the last of the SPA reviews in January 2010. The SPA results that we have received to date have been informative and already have initiated discussion among the faculty with respect to key program assessments and associated rubrics. New initiatives are underway with respect to assessment and rubric development and the respective data collection and analyses.