

Indiana State University

2004 - 2005 Administrative Annual Report

College of Education

Year in Review

Achievements

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-07 year that will contribute to this effort? (Please list in priority order and limit to no more than 8.)

1. Program Development. This past year has seen a continuing effort by faculty to make sure that all of the programs we offer meet or exceed the high and rigorous standards of multiple national accreditation agencies, where possible, as well as requirements of the state, including (1) the National Council for the Accreditation of Teacher Education (NCATE), (2) the American Speech and Hearing Association (ASHA), (3) the American Psychological Association (APA), (4) the National Association of College Psychologists (NASP), (5) the Council for the Accreditation of Counseling and Related Education Programs (CACREP), and (6) the Indiana Professional Standards Board (IPSB), at the associate, baccalaureate, master's, specialist, and doctoral degree levels. Through the hard work of faculty, annual reaccreditation reports have been prepared and filed, showing how the various programs are addressing the standards. These efforts coupled with the campus-wide work to examine student outcomes have resulted in program revisions and improvements.

2. Student Experiential Learning and Engagement. For the faculty of the COE, good learning for our students is a function of good teaching, and that good teaching engages our students in authentic learning experiences. Whether through reflection on case studies in college classrooms or engaging in clinical practice in authentic settings, the faculty of the COE pride themselves on carefully planned experiential instruction designed to enhance the learning of our students. Further, many of the experiences engage our students in service to the agencies, schools, and the larger community of the multiple constituents we serve. Consider the following:

- Over 1390 preservice field experiences were scheduled for teacher education candidates resulting in over 26,400 hours of service to local schools within the PDS Partnership per semester over the past year.
- In student teaching, 390 candidates had experiences in local and state-wide schools for 16 weeks of full time teaching experiences.
- Master's and doctoral students in the programs offered by the Department of Counseling delivered over 65,000 hours of supervised counseling or consultation services in local, regional, and national communities. In the immediate service area 29 community agencies, hospitals, and clinics, along with 32 school districts were touched by our students.
- Over 24,000 hours in direct service to children and families in 25 different practicum/internship sites across the state were provided by graduate students in school psychology. Breaking the totals out locally, include: the Porter School Psychology Clinic provided 400 hours of student delivered assessment and consultation services to children and their families; students engaged in Project READ provided 1200 hours of intervention for children and youth experiencing reading difficulties; the Autism Clinic provided 800 hours of assessment, intervention, and consultation services to childr

Action Steps

In light of the new [strategic direction](#) of the University can you modify your action steps or develop new action steps that will aid in the implementation of the University's Strategic Indicators?

Assessment

What are two ways in which you evaluated the quality or effectiveness in your area last year? What changes did you make based on those assessments?

1. Assessment of Experiences. Our experience has led us to conclude that while experiential learning is necessary to fulfill our imperative, it is not sufficient. What is missing is an assessment system that captures the outcomes of the experiences and helps our students to grow and assists us in making sound assessments of our programs and initiating appropriate changes. With support from the PT3 grant, faculty in the COE began reviewing and testing a variety of options. In the summer of 2003, the COE adopted LiveText™, a commercial portfolio program, as the electronic documentation system for our teacher education programs, with an eye to ultimately using the tool for all licensure and accredited programs. In the year and a half of implementation, LiveText™ has not only achieved these simple plans, but realized many more. On the student level, students are discovering that not only can they electronically create and submit lesson plans, projects, and portfolios, but they can easily tie these to the Indiana Academic Content Standards. Through an online searchable database, students can easily access the standards that are relevant to the content they plan to teach, as well as easily access interdisciplinary standards they may not otherwise have considered. These standards can not only be tied to the lesson plans and other projects, but also to assessments that the preservice teachers will use. Through these tools, preservice teachers can learn how and demonstrate their ability to make instructional decisions based upon the data presented on how students are learning relative to the learning goals and academic standards. Students use the web-based program throughout the teacher education program and therefore can easily access previously created materials at any time and modify or update their materials as they grow as teachers. Furthermore, anything can be attached to a LiveText™ document, i.e. word processing documents, spreadsheets, presentations, websites, graphics, graphical organizers, For faculty, LiveText™ is a tool that is used to view student work, edit student work as appropriate, and assess using assessment rubrics that are tied to the appropriate teaching standards. Faculty can create templates for preservice teachers to use depending on learning goals and needs. When faculty use LiveText™ assessment rubrics to evaluate student submission, the data from these assessments is captured. Faculty can not only run their own reports to evaluate their course effectiveness and class learning needs, but once the assessments are shared with the LiveText™ Exhibit Center, all of the performance data and student work samples are captured thereby creating data necessary for ongoing analysis and continuous improvement. This action, in turn, assists in meeting accreditation needs of displaying student outcomes assessments and program revisions driven by this data. Faculty who have been early adopters of this technology have become e