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Indiana University Purdue University Indianapolis
Alternative, IHE-based Program

2015 Title II Reports

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AY 2013-14

Institution Information

Name of Institution: Indiana University Purdue University Indianapolis
Institution/Program Type: Alternative, IHE-based
Academic Year: 2013-14
State: Indiana

Address: 902 West New York Street

Indianapolis, IN, 46202

Contact Name: Dr. Linda Houser
Phone: 317-278-3353
Email: lhouser@iupui.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: Trustees of Indiana University

Project name: FY 2009 Teacher Quality Partnerships

Grant number: U336S090075-10

List partner districts/LEAs:
Indianapolis Public Schools

List other partners:
None

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Transition to Teaching Elementary - Elementary Education K-6	No
Transition to Teaching Secondary - Secondary English/Language Arts	No
Transition to Teaching Secondary - Secondary Foreign Language: French	No
Transition to Teaching Secondary - Secondary Foreign Language: German	No
Transition to Teaching Secondary - Secondary Foreign Language: Spanish	No
Transition to Teaching Secondary - Secondary Mathematics	No
Transition to Teaching Secondary - Secondary Science - Chemistry	No
Transition to Teaching Secondary - Secondary Science - Earth Space Science	No
Transition to Teaching Secondary - Secondary Science - Physical Science	No

Transition to Teaching Secondary - Secondary Science - Physics	No
Transition to Teaching Secondary - Secondary Science -Life Science	No
Transition to Teaching Secondary - Secondary Social Studies: Economics	No
Transition to Teaching Secondary - Secondary Social Studies: Geography	No
Transition to Teaching Secondary - Secondary Social Studies: Government and Citizenship	No
Transition to Teaching Secondary - Secondary Social Studies: Historical Perspectives	No
Transition to Teaching Secondary - Secondary Social Studies: Psychology	No
Transition to Teaching Secondary - Secondary Social Studies: Sociology	No
Transition to Teaching Secondary - Secondary Technology	No
Woodrow Wilson - Mathematics	Yes
Woodrow Wilson - Science - Physical Science	Yes
Woodrow Wilson - Science - Physics	Yes
Woodrow Wilson - Science - Earth Space Science	Yes
Woodrow Wilson - Science -Life Science	Yes
Woodrow Wilson - Science- Chemistry	Yes
Woodrow Wilson - Technology	Yes
Total number of teacher preparation programs: 25	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://education.iupui.edu/programs/graduate/t2t.php>

Please provide any additional comments about or exceptions to the admissions information provided above:
Students may appeal for exceptions to an admission requirement under extenuating circumstances.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.27

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.23

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	40
Unduplicated number of males enrolled in 2013-14:	16
Unduplicated number of females enrolled in 2013-14:	24

2013-14	Number enrolled

<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	37
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	290
Average number of clock hours required for student teaching	512
Average number of clock hours required for mentoring/induction support	120
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	93
Number of students in supervised clinical experience during this academic year	68

Please provide any additional information about or descriptions of the supervised clinical experiences:

We provide 3 years of induction support for our Woodrow Wilson Fellows

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	5
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	1
Teacher Education - Biology	3

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	4
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	5
Biology	3
Mathematics and Statistics	1
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 28

2012-13: 42

2011-12: 40

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

4

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We continue to work with the Woodrow Wilson Foundation to attract highly qualified math majors into the program.

Provide any additional comments, exceptions and explanations below:

It continues to be difficult to attract mathematics majors into the teaching profession but we hope to achieve our goal next year.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

14

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Because of the lower enrollments in all teacher education programs, the projected number of science majors has also decreased. We continue to work with the Woodrow Wilson Foundation to attract highly qualified science majors into the program.

Provide any additional comments, exceptions and explanations below:

We hope to maintain the number from last year with a slight increase.

Academic year 2014-15**Is your program preparing teachers in science in 2014-15?**

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

8

Provide any additional comments, exceptions and explanations below:

We hope to maintain the number from 2013-14, which was 5, with a slight increase.

Academic year 2015-16**Will your program prepare teachers in science in 2015-16?**

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

We hope to continue with an upward trend which should be supported by a projected upward trend for teacher education overall.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14**Did your program prepare teachers in special education in 2013-14?**

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

4

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The financial support available through the HES Title II Quality Partnership Grant made achieving our goal possible.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**Provide any additional comments, exceptions and explanations below:****Academic year 2014-15****Is your program preparing teachers in special education in 2014-15?**

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

Because of the intense nature of the alternative programs, it continues to be difficult to attach students into the dual major programs.

Academic year 2015-16**Will your program prepare teachers in special education in 2015-16?**

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

We hope to attract a few more students into the special education certification program as the overall enrollment in the Woodrow Wilson and T2T initial certification programs increase.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

IUPUI is recognized as a leader in urban education. Students are prepared according to the standards established by the Indiana Department of Education and national professional organizations. In addition, students are immersed in programs of study that challenge them intellectually with new models of instruction and explorations of diversity. All students spend significant time in community schools where they learn the importance of social justice and democratic practices. They learn to tap the wealth of assets in Indianapolis as they hone their expertise as discipline-based teachers and passionate professionals. The School of Education is committed to preparing teachers who want to make a difference and have the knowledge and skills to do so.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	4			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	4			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
0571.1-EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson	2			

Other enrolled students				
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	2			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	1			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2013-14	1			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5183-GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
035-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
5265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	1			
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			

045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	17	262	17	100
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	5			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	4			
0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
0051-TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2013-14	5			
0051-TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	7			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	4			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	27	27	100
All program completers, 2012-13	31	30	97
All program completers, 2011-12	20	20	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Within the 18 credit hours of the secondary T2T program, interns engage with technology in both their university coursework and their middle and high school student teaching experiences. Though the field experience opportunities vary depending upon technology capacity at the school sites, all interns keep a log of the technology resources they use and the technology-specific professional learning experiences they participate in throughout the year. This log is submitted to the coordinator and kept in their files.

Within the T2T courses, instructors model effective uses of technology and engage interns in various inquiry projects to extend their understanding of the technology tools used in their fields and the resources available through online and school-based organizations. All interns are expected to integrate discipline-appropriate technology in their Project Based Learning Units during the high school student teaching semester, participate in online discussion forums and inquiry activities as part of their coursework, and develop a technology resource and implementation plan during the final summer

Most prospective teachers in the elementary T2T program must complete EDUC W200 with a grade of "C" or higher prior to entering the teacher education program. This course provides an introduction to instructional design and technology. Students learn how to use, select, and integrate technology into learning experiences. This course is a study of representative topics in technology in education. Students learn the skills needed to incorporate technology into the classroom setting beyond using computers for research while understanding the commitment needed for preparing these tools of education. Critical thinking and the exploration of technology practices in the classroom are expected. This course provides focus on identifying technology support resources and appropriate

troubleshooting methodologies.

In many teacher education courses, students create a power point to share information that they are learning. They also learn about using technology in the classroom while student teaching. They learn to use laptops, Smart boards, research programs such as Kidspiration, and electronic assessments including report cards.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Attention to the needs of diverse students – including learners with special education labels and English language learners – is a key component of 5555-Diversity and the Communities of All Learners, which interns take during the fall semester while they are student teaching in middle schools. As part of the field experience expectations during this semester, interns observe special education and ENL teachers, conduct case studies of diverse learners and their school communities, and construct lesson and unit plans that demonstrate how they assess students' prior knowledge, build upon strengths, and scaffold learning for various learners. In addition, interns learn strategies for differentiating and for supporting struggling readers and writers as part of the literacy strand that runs through the methods courses each semester. Unit plans require interns to identify the ways they differentiate for diverse learners and provide examples of student learning products that result from these units. During the final summer course, interns continue to examine issues related to diversity – special education laws, tracking practices, NCLB, and other educational policies impacting secondary education.

During their student teaching experiences, students are (a) asked to review IEPs and ILPs for any students in their ST placement who may have IEPs or ILPs and address goals and implement required adaptations, and (b) occasionally invited to participate in meetings if a student in their assigned class has an IEP meeting during their experience.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**

Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Students in the alternative program may elect to complete a special education dual certification option. Students complete 15 credit hours of classes and field for special educators. Course topics include an introduction to special education, classroom management & positive behavior support, assessment & instruction for mild intervention, transition across the lifespan, and collaboration & consultation. Included as two special education field requirements which span across two semesters.

Section VII Contextual Information


Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

At IUPUI, students who are learning to teach are called "interns," because they do so much more than academics. Interns learn to collaborate and function as part of a team. From day one, each group of interns learns to be flexible--to coordinate schedules, manage complex tasks, and handle multiple demands simultaneously. At IUPUI, interns go through programs in cohort groups because it takes time for people to develop the personal interaction skills needed as a professional educator. Cohort groups also come to share a common history of experiences and make good use of the strengths they have as a group. T2T candidates work with practicing teachers in their classrooms. The mentor teachers often host two IUPUI interns at a time. Throughout the program, the mentor teachers and interns function as a team planning lessons, observing each other's teaching, co-teaching, providing critiques, and assessing students' learning. Mentoring also occurs through on-line network and faculty facilitated seminars. The T2T interns also are assigned coaches, who serve as a liaison between the partnership schools and the School of Education. The coaches work with the mentors and the interns in the schools. Candidates receive preparation in the use of Universal Design for Learning (UdL) and Differentiated Instruction. They are given opportunities to develop knowledge/skills regarding Response to Intervention as well as opportunities to develop an understanding of equity and social justice issues related to students of color.

Supporting Files

Complete Report Card

AY 2013-14

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