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Indiana University Purdue University Indianapolis  
Traditional 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:** Traditional  
**Academic Year:** 2013-14  
**State:** Indiana

**Address:** 902 West New York Stree  
  
 Indianapolis, IN, 46202

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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>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional 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?
All-grade Physical Education	No
All-grade Visual Arts	No
Elementary Education	No
Secondary Education: Science - Chemistry	No
Secondary Education: Science - Earth Space Science	No
Secondary Education: Science - Physical Science	No
Secondary Education: Science - Physics	No
Secondary Education: Science -Life Science	No
Secondary English	No
Secondary Mathematics	No

Secondary Social Studies: Economics	No
Secondary Social Studies: Geography	No
Secondary Social Studies: Government and Citizenship	No
Secondary Social Studies: Historical Perspectives	No
Secondary Social Studies: Psychology	No
Secondary Social Studies: Sociology	No
Secondary World Languages: French	No
Secondary World Languages: Spanish	No
<b>Total number of teacher preparation programs: 18</b>	

## Section I.b Admissions

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

Junior year

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/applying/undergraduate/requirements.php>

Please provide any additional comments about or exceptions to the admissions information provided above:

There is an appeal process where students may appeal for an exception to admission requirements under extenuating circumstances. The appeal cannot be for an exception to the testing requirements required by the state for admission.

## 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?

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 Undergraduate 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	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.5

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

3.24

What is the minimum GPA required for completing the program?

2.5

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

3.25

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. (5205(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	Yes	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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.5

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

2.83

What is the minimum GPA required for completing the program?

2.5

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

3.02

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:	241
Unduplicated number of males enrolled in 2013-14:	58
Unduplicated number of females enrolled in 2013-14:	183

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3

Race	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	0
White:	218
Two or more races:	6

## 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	90
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	308
Number of students in supervised clinical experience during this academic year	434

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

Elementary majors complete early field experiences during Blocks I and II. They do 8 weeks of student teaching during both Blocks III and IV. Secondary do early field experiences during Blocks I, II and III and 16 weeks of student teaching during Block IV.

## 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	34
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	114
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	24
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	10
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	13
Teacher Education - Reading	13
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	8
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	3
Teacher Education - Elementary Education	114
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	24
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	10
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	13
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	

Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
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	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
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: 191

2012-13: 242

2011-12: 249

## 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. (5205(a)(1)(A)(ii), 5206(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?

12

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 to attract qualified candidates to the secondary mathematics program. Noyce scholarships are available to undergraduates pursuing secondary mathematics education

Provide any additional comments, exceptions and explanations below:

Our goal is to continue to slowly increase the number of mathematics program completers in the undergraduate program but with more emphasis on attracting candidates to the alternative program.

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?

14

Provide any additional comments, exceptions and explanations below:

Our goal is to continue to slowly increase the number of mathematics program completers in the undergraduate program but with more emphasis on the alternative program.

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?

15

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?

0

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

Yes

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:

We are phasing out the undergraduate science program to concentrate resources on the alternative science program.

**Academic year 2014-15**

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

No

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

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

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

No

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

Provide any additional comments, exceptions and explanations below:

**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?

40

Did your program meet the goal for prospective teachers set in special education 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 invest resources into recruiting qualified candidates into the special education program. The overall decline in enrollments in teacher education programs has had an impact on the numbers of students seeking special education certification. An upturn in enrollments for fall 2015 supports that a similar trend will be seen in special education

Provide any additional comments, exceptions and explanations below:

We hope to see a gradual increase in dual program completers in special education.

**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?

40

Provide any additional comments, exceptions and explanations below:

Since the overall number of students enrolled in teacher education programs has declined somewhat over the years, it seem reasonable to maintain our goal of 40 for 2014-2015.

**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?



Provide any additional comments, exceptions and explanations below:

The projected upturn in enrollments in teacher education programs make it reasonable to expect and increase in special education also.

## 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?

Yes

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

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students 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:

With state mandated general education requirements it is more difficult for undergraduate students to pursue a second licensure area. The School of Education is developing a certificate in ENL which is 12 credit hours. Although it does not lead to licensure, the certificate will allow candidates to receive a background in ENL. The credit hours from the certificate can be used toward the dual licensure ENL program.

Provide any additional comments, exceptions and explanations below:

We hope to continue to increase the number of students completing a dual program in ENL.

Academic year 2014-15

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

This seems a reasonable goal with the ever growing population of ENL students in the schools and the increase demand for teacher with preparation in teaching ENL but with the overall enrollment in teacher education just beginning to turn around.

Academic year 2015-16

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

Yes

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

12

Provide any additional comments, exceptions and explanations below:

A gradual growth in the number of students seeking dual certification in ENL seems reasonable based on the demands for ENL teachers and their marketability.

## 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.

Yes

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:

The teacher education program at IUPUI has a central focus of urban education. Prospective teachers do most of their early field and student teaching experiences in urban settings where they work with a diverse K-12 student population. Data indicate that approximately 63-65% of our graduates entering the teaching profession are hired by urban school districts. All special education and ENL students must also complete either a secondary or elementary program in conjunction with their special education dual program to ensure they have content knowledge in the core academic subjects.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0133-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	169	14	100
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	10	178	10	100
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	3			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
0020-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0571.1-EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD)	84	175	73	87

Educational Testing Service (ETS) All program completers, 2013-14				
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	84	181	83	99
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	84	170	77	92
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	84	167	76	90
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	52	241	51	98
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	14	202	5	36
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	14	190	5	36
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	3			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	14	205	6	43
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	3			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	14	199	5	36
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	19	178	19	100
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	5			

All program completers, 2011-12				
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	5			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	7			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	13	176	13	100
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
019-ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	6			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2013-14	1			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	7			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	2			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2012-13	1			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2012-13	1			
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			

0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	5			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	5			
0439.1-MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
007-P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	234	11	79
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	10	158	10	100
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
0091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	1			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	3			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	14	160	13	93
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	12	161	12	100
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	1			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	2			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543-SE CK AND MILD TO MODERATE APPL	4			

Educational Testing Service (ETS) All program completers, 2013-14				
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	3			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	26	174	25	96
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	173	16	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	25	247	24	96
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	26	171	26	100
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	16	174	16	100
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	1			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	5			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS)	3			

All program completers, 2012-13				
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	10	174	10	100
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	3			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	176	152	86
All program completers, 2012-13	122	116	95
All program completers, 2011-12	100	95	95

### 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:

NCATE

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.

All prospective teachers 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.

All general education teachers must take 1-2 special education courses as part of their teacher preparation programs. Students learn to use universal design features in the development of their unit and lesson plans, and to differentiate instruction in order to reach and teach all learners. As part of these course, students attend either an IEP or RtI planning meeting.

As part of their Unit of Study assignment, perspective teachers review student IEPs and Individual Language Plans (ILPs) to identify adaptations and include those in their planning documents. As part of a social profile KidWatching assignment they develop an individual plan related to a specific goal area (social emotional growth and design an intervention and assessment related to that single goal. This assignment is a "mini IEP" plan.

During their ST experiences, they 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

During field experiences and student teaching, students often work with K-12 students who are limited English proficient. The faculty is currently working to incorporate modules to better address the teaching of students who are limited English proficient.

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.

All student preparing to be special education teachers must complete either an elementary or secondary program. As part of these programs, students attend either an IEP or RtI planning meeting.

As part of their Unit of Study assignment, perspective teachers review student IEPs and Individual Language Plans (ILPs) to identify adaptations and include those in their planning documents. As part of a social profile KidWatching assignment they develop an individual plan related to a specific goal area (social emotional growth and design an intervention and assessment related to that single goal. This assignment is a "mini IEP" plan.

During their ST experiences, they 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

All prospective special education teachers must complete 24-27 credit hours of special education course work which included an 8-week student teaching experience in a special education classroom. During field experiences and student teaching, students often work with K-12 students who are limited English proficient. The faculty is currently working to incorporate modules to better address the teaching of students who are limited English proficient.

## 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.

The SOE continues to collect data to inform decisions about candidates and programs. All programs are either nationally recognized by SPAs or approved by the state of Indiana. All teacher education programs address: \* Preparation in the use of Universal Design for Learning (UdL) and Differentiated Instruction \* Understanding of equity and social justice issues related to students of color and students with special needs - i.e., Positive Behavior Support and Interventions (PBIS), culturally responsive pedagogy, overrepresentation in special education; disproportional representation in school suspensions and expulsions. \* Skills to collaborate as a member of an instructional team. \* Skills and dispositions to collaborate with families as part of the IEP and academic and social/emotional/behavioral support efforts. \* Understanding and application of Response to Intervention (RtI) responsibilities and approaches. \* Field experience and student teaching in inclusive classrooms and expectations to meet the needs of all learners. Candidates completing the special education dual program complete: \* Required course on Families ir

School and Society focused on working with families in supportive, culturally responsive ways. \* Required course on Classroom Management and Positive Behavior



Supports. \* Required course on Collaboration and Consultation Strategies, including working with all team members to co-plan IEPs, units, and lesson plans, co-teach, and implement and evaluate effective teaching and learning strategies. \* Required course on Assessment and Instruction focused on Universal Design for Learning, Differentiated Instruction, instructional adaptations, modifications, and accommodations, and formative and summative assessments. \* Required course on Technology Applications for Teaching and Learning, including a focus on the use of technology to enhance access, teaching, and learning. \* Required course on Transition Across the Lifespan, including collaborative strategies to successfully support students as they move from preschool to adulthood and acquire needed services and supports from various organizations and entities in schools and communities.

### Supporting Files

Basic Skills Report

## Complete Report Card

AY 2013-14

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