

2023 Annual Accreditation Report

CAEP ID:	16658	AACTE SID:	
Institution:	Indiana University Purdue University - Indianapolis		
Unit:	School of Education		

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure¹

172

2.1.2 Number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)²

82

Total number of program graduates 254

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Higher Learning Commission of the North Central Association of Colleges and Schools

Status:

Full Accreditation

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://education.iupui.edu/about/caep-accreditation/index.html>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

[CAEP Accountability Measures \(Initial\) \[LINK\]](#) <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Content Knowledge

We know, from both anecdotal data and qualitative licensure test and course data, that elementary candidates tend to struggle with acquisition of core content knowledge in literacy, science, and the social studies while alternative certification candidates struggle with math and some science areas. To improve both their content knowledge and confidence in these areas, we have redesigned the clinical field experiences to include 1) a stronger infusion of core content knowledge into lesson-planning, curriculum development, and in-class activities; and 2) a more distinct emphasis on linking and situating content knowledge with students' lived experiences.

Another aspect of our program that we have emphasized is professionalization. Candidates learn about and are encouraged to obtain student memberships in organizations such as the National Council of Teachers of English (NCTE), the National Council for the Social Studies (NCSS), National Council for the Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), etc. Through their direct involvement in professional organizations, candidates are able to remain abreast of the field, attend professional conferences, and enhance their content knowledge by reading and discussing professional literature. Throughout their cohort experiences (up to and including student teaching), elementary candidates are given multiple opportunities to enhance and leverage their content knowledge across core subject areas. We expect that this addition will support our candidates as they prepare for the content exam but also as they prepare to enter the teaching profession.

Professional and Pedagogical Knowledge, Skill, and Dispositions

The education programs at IUPUI are rooted in social justice, racial equity and Culturally Relevant Pedagogy. As Joyce E. King (2006) observes, "...educators have a moral obligation to counteract alienating, ideological knowledge that obstructs the right to be literate in one's own heritage and denies people the rights of "cultural citizenship." (p.338). Candidates in our program are encouraged to work toward becoming reflective, responsive, equity-driven professional teacher-leaders who effectively address the inequities of policies, practices, and achievement related to race, gender, class, (dis)ability, and linguistic difference. Candidates are expected to learn about and interweave knowledge of standards, assessment, and pedagogy in order to create dynamic and engaging academic learning environments that ensure high levels of achievement for all students.

Benchmark and other assessment data as well as research show that our teacher candidates struggle to see how CRP is enacted in practice. Program faculty have worked together to develop a protocol that supports the candidates' understanding of CRP, specifically as it pertains to teacher practices, classroom climates, teacher professional dispositions, and teacher beliefs and expectations. This protocol first helps the candidates become expert observers of their own practice by identifying their "teacher practices." Teacher practices include curricular materials, instructional decisions, teacher dispositions, beliefs, expectations, professionalization, and life-long learning. Effective teacher practices also include critically interrogating one's own assumptions and biases. As candidates become more effective at identifying these practices, they are better able to determine if the teacher practices do or do not support one or more of the tenets of CRP.

Through course assignments, the candidates read/watch and analyze teaching vignettes which offer real world context for learning this analysis. Candidates are asked to write and discuss teacher vignettes adapted from their clinical field experience, in-class assignments, and field journals. This protocol is continuing to be implemented across our programs and shows great promise for helping our elementary teacher candidates to see how they can implement culturally relevant practices, reflective practices, and inclusive dispositions as novice teachers.

Student Learning

We have developed and refined a new assessment, rubric, and procedures to address the candidates' impact on student learning. Data from an early version of the assessment did not provide data that sufficiently informed the EPP of the candidates' skills and knowledge. The redesigned assessment is built on candidates' use of universal design for learning (UDL) and also focuses candidates' attention on learning among diverse learners. The early data from the rubric and the feedback from supervisors suggest that this is a helpful assessment for all candidates and will provide the EPP with data for program improvement. The assessment is detailed and contains language that supports the emergent development of culturally relevant pedagogy. Additionally, the rubric contains sections that highlight student learning and offers the candidates and the supervisors specific opportunities to discuss how students are being impacted by the teaching of the student teacher.

6.1.2 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.2.2 Clinical Experiences
A.5.3 Continuous Improvement
R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R5.2 Data Quality
x.1 Diversity

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

No questions

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Linda Houser

Position: Assistant Dean

Phone: 317-201-5258

E-mail: lhouser@iupui.edu

Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Dr. Tandra Jackson

Position: Dean

Phone: 317-274-2290

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policy](#)

Acknowledge