

Name of Institution: Indiana University Purdue University Indianapolis
Institution/Program Type: Alternative, IHE-based

Academic Year: 2011-12

State: Indiana

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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>)

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? |
|--|----------------------------------|
| Elementary Transition to Teaching | No |
| Secondary Transition to Teaching | No |
| Woodrow Wilson | Yes |
| Total number of teacher preparation programs: 3 | |

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher [certification](#) program:

Postgraduate none

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 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 | | |
| Fingerprint check | | |
| Background check | | |

| | | |
|---|--|--|
| Minimum number of courses/credits/semester hours completed | | |
| Minimum GPA | | |
| Minimum GPA in content area coursework | | |
| Minimum GPA in professional education coursework | | |
| Minimum ACT score | | |
| Minimum SAT score | | |
| Minimum basic skills test score | | |
| Subject area/academic content test or other subject matter verification | | |
| Recommendation(s) | | |
| Essay or personal statement | | |
| Interview | | |
| Other | | |

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 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

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 | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | Yes | Yes |
| Subject area/academic content test or other subject matter verification | Yes | Yes |
| Recommendation(s) | Yes | No |
| Essay or personal statement | Yes | No |
| Interview | Yes | No |
| Other | | |

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 2011-12

3.28

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.49

Section I.c Program 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.

| | |
|---|----|
| Total number of students enrolled in 2011-12: | 86 |
| Unduplicated number of males enrolled in 2011-12: | 28 |
| Unduplicated number of females enrolled in 2011-12: | 58 |

| 2011-12 | Number enrolled |
|--|------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 2 |
| Black or African American: | 9 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 65 |
| Two or more races: | 1 |

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

| | |
|---|-----|
| 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 | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 18 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 8 |

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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 | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 12 |
| 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 | 7 |
| 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 | 1 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 1 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 6 |
| Teacher Education - Technical Education | 2 |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 4 |
| Teacher Education - Chemistry | 3 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | 1 |
| Teacher Education - German | |
| Teacher Education- History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 2 |
| 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 - Other Specify: Chinese | 1 |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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 | 12 |
| 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 | |

| | |
|--|--|
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| 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 | 6 |
| Foreign Languages | 4 |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 7 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | 2 |
| Biology | 4 |
| Mathematics and Statistics | 1 |
| Physical Sciences | 1 |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | 3 |
| 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:

2011-12: 40

2010-11: 53

2009-10: 60

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

4

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

The SOE has established Woodrow Wilson and Noyce Scholarships for mathematics. Mathematics continues to be a difficult area for recruitment into the alternative programs.

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

The SOE continues to work through the Woodrow Wilson program to recruit students into the mathematics program.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

Attracting mathematics majors into teacher education continues to be challenging as the salary differences between a career in teaching and one in a math-related field are dramatic.

Academic year 2013-14

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

Yes

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

6

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

12

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

The SOE has established Noyce scholarship for science certification and Woodrow Wilson Scholarships for science.

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

The SOE will continue to strive to recruit students for the Woodrow Wilson science programs. With 8 program completers this year, we hope to grow and reach at least 12 for next year.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

12

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

15

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

6

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

The SOE had a Teacher Quality Partnership grant to support students wanting to obtain dual certification in special education.

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

The SOE needs to continue to recruit students into the alternative programs through advising and scholarships.

Provide any additional comments, exceptions and explanations below:

Because of the intense nature of the T2T and Woodrow Wilson programs, it is difficult for students to pursue a dual program at the same time.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

6

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 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

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 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

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 Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|------------------------------------|----------------------------------|-------------------------------------|------------------------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 3 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 12 | 169 | 12 | 100 |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 11 | 169 | 11 | 100 |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 3 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10 | 5 | | | |
| ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) | 1 | | | |

| | | | | |
|---|----|-----|----|-----|
| Other enrolled students | | | | |
| ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12 | 10 | 187 | 10 | 100 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11 | 9 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10 | 19 | 180 | 19 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 7 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 8 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 8 | | | |
| ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 2 | | | |
| ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students | 2 | | | |

| | | | | |
|--|----|-----|----|-----|
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 4 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 28 | 182 | 28 | 100 |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12 | 30 | 183 | 30 | 100 |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11 | 47 | 185 | 47 | 100 |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10 | 52 | 184 | 51 | 98 |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students | 28 | 181 | 27 | 96 |
| ETS0710 -PRAXIS I READING | 30 | 182 | 30 | 100 |

| | | | | |
|---|----|-----|----|-----|
| Educational Testing Service (ETS) All program completers, 2011-12 | | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11 | 47 | 182 | 47 | 100 |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10 | 53 | 182 | 52 | 98 |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students | 28 | 177 | 28 | 100 |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12 | 30 | 179 | 30 | 100 |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11 | 47 | 179 | 47 | 100 |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10 | 52 | 179 | 51 | 98 |
| ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12 | 11 | 561 | 11 | 100 |
| ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11 | 9 | | | |
| ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10 | 19 | 537 | 19 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 5 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 3 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) | 8 | | | |

| | | | | |
|--|---|--|--|--|
| All program completers, 2009-10 | | | | |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11 | 6 | | | |
| ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students | 1 | | | |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2011-12 | 38 | 37 | 97 |
| All program completers, 2010-11 | 53 | 53 | 100 |
| All program completers, 2009-10 | 60 | 59 | 98 |

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. 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 S555-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 networks 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.

Supporting Files

Indiana University Purdue University Indianapolis
Alternative, IHE-based Program
2011-12