

Name of Institution: Indiana University Purdue University Indianapolis
Institution/Program Type: Traditional
Academic Year: 2011-12
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 English	No
Secondary Mathematics	No
Secondary Social Studies	No
Secondary World Languages	No
Total number of teacher preparation programs: 7	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher [certification](#) program:
 Junior year [certification](#) only post-bach

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 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.

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	Yes
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		

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 2011-12

3.2

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 2011-12

3.4

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	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other		

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 2011-12

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 2011-12

3.01

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:	750
Unduplicated number of males enrolled in 2011-12:	195
Unduplicated number of females enrolled in 2011-12:	555
2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	20
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	30
Native Hawaiian or Other Pacific Islander:	0
White:	647
Two or more races:	25

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	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	26
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	750

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	34
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	138
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Art	17
Teacher Education - Business	
Teacher Education - English/Language Arts	25
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	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	5
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	30
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	
Teacher Education - English as a Second Language	9
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 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	138
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	17
Teacher Education - Business	
Teacher Education - English/Language Arts	25
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	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	30
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	
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	
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: 249

2010-11: 254

2009-10: 239

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?

8

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 School of Education (SOE) continues to have funding for Noyce scholarships for freshman interested in pursuing a career in mathematics teaching while the Urban Center for the Advancement of STEM Education continues outreach to the mathematics department advisors and faculty. The 7 completed

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

The SOE needs to continue their outreach to students in the mathematics department and to students transferring in from Ivy Tech.

Provide any additional comments, exceptions and explanations below:

The SOE had 7 program completers in mathematics which is very close to achieving their goal of 8 completers.

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?

10

Provide any additional comments, exceptions and explanations below:

With the number of mathematics majors currently in the program, the number of program completers should slowly start to increase.

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?

12

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.

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?

No

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

Did your program meet the goal for prospective teachers set in science 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 science in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

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/oep/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?

50

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:

Students are encouraged by advisors in the SOE to pursue a "dual" program in special education to enhance marketability. Special education seminars are offered in the evenings to allow students to complete their special education certification concurrently with their major program.

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

The SOE has develop a concentration which will allow students to move toward a dual license in special education through their required concentration area.

Provide any additional comments, exceptions and explanations below:

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?

35

Provide any additional comments, exceptions and explanations below:

Based on the number of program completers receiving a dual license in special education (34) this seems a reasonable goal for 2012-2013.

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?

40

Provide any additional comments, exceptions and explanations below:

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

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?

Yes

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

20

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

No

Description of strategies used to achieve goal, if applicable:

Students are encouraged by advisors in the SOE to pursue a "dual" license in ENL to enhance marketability. Courses are offered in the evening and summer to allow students to complete the ENL dual program concurrently with their major program.

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

The SOE has developed a concentration area which will allow students to move toward and ENL license while fulfilling their concentration requirement.

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?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Based on the number of completers for 2001-2012, this number seems a reasonable goal.

Academic year 2013-14

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

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

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 65% of our graduates entering the teaching profession are hired by urban school districts. All special education 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 Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	177	13	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	169	17	100

ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	175	12	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	173	18	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	68	176	62	91
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	138	178	136	99
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	169	180	168	99
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	165	179	164	99
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	7			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD)	2			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	7			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	7			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	7			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	172	13	93
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	25	177	24	96
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	172	11	92
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	185	13	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	162	15	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	161	21	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	441	180	439	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	240	181	239	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	239	182	239	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	189	181	188	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	447	180	444	99
ETS0710 -PRAXIS I READING	239	180	239	100

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	243	180	242	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	190	181	190	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	443	176	442	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	240	176	240	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	241	177	241	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	191	177	191	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	61	518	61	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	139	524	139	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	169	523	169	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	164	525	164	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	29	168	25	86
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	30	170	29	97
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	18	169	18	100

All program completers, 2010-11				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	160	17	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	247	241	98
All program completers, 2010-11	254	251	99
All program completers, 2009-10	239	238	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

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. 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.

Supporting Files

Indiana University Purdue University Indianapolis
Traditional Program
2011-12