IN **Indiana Univ. Purdue Univ. Indianapolis**
Traditional Report AY 2019-20
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Indianapolis

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ZIP

46202

SALUTATION

Dr.

FIRST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

10

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ 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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Interview	○ Yes	● No	○ Yes	● No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.5

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

○ Yes
● 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 postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	90
Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

- ○ Yes
- ● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	22
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	305
Number of students in supervised clinical experience during this academic year	466

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

Elementary majors complete early field experiences during Blocks I and II. They do 8 weeks of student teaching during both Blocks III and IV. Secondary do early field experiences during Blocks I, II and III and 16 weeks of student teaching during Block IV. We are transiting into having more faculty provide the supervision during student teaching than in the past when adjuncts served as coaches.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	466
Subset of Program Completers	202

Gender	Total Enrolled	Subset of Program Completers
Male	80	57
Female	385	145
Non-Binary/Other	0	0
No Gender Reported	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	19	5
Black or African American	32	12
Hispanic/Latino of any race	41	25
Native Hawaiian or Other Pacific Islander	0	0
White	359	147

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	13	11
No Race/Ethnicity Reported	1	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

> What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	19
13.1202	Teacher Education - Elementary Education	139

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	24
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	17
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	12
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	139
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	24
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program 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
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We would like to prepare 8 secondary mathematics teacher through our undergraduate initial program.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

The EPP is working with the mathematics department to obtain NOYCE grants to support students in the secondary mathematics program. The EPP math faculty also have grants to support summer camps for high school students with a focus on STEM to encourage high school students to seek to be science and/or math teachers.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The EPP has a goal of preparing 8 secondary mathematics teachers during the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The EPP has a goal of preparing 10 secondary mathematics teachers during the 2021-2022 academic year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Quantifiable Goals

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
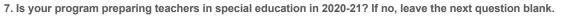- ○ No

2. Describe your goal.

The goal is to prepare 30 candidates to be special education teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

The EPP prepared 19 of the program completers to be special education teachers. Because of the virus the EPP did not market this program as much as previously. The EPP will market the program again beginning fall 2021.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal for 2020-2021 is to prepare 20 special education teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal for 2021-2022 is to prepare 25 special education teachers.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The goal is to prepare 18 program completers to be ENL educators.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

The program prepared 12 completers to be ENL teachers. The faculty continue to obtain grants to help support this program.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

The goal for 2020-2021 is to prepare 18 program completers to be ENL educators.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

The goal for 2021-2022 is to prepare 20 program completers to be ENL educators.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	83	241	75	90
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	126	238	107	85
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	108	241	102	94
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	89	221	60	67
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	127	227	95	75
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	108	229	94	87

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	91	240	77	85
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	128	239	110	86
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	105	239	99	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	89	235	71	80
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	125	238	112	90
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	103	237	97	94
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	91	220	56	62
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	120	228	98	82
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	102	234	96	94
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2017-18	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	10	245	10	100
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2019-20	2			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	14	249	13	93
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	15	252	14	93
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	9			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	17	238	14	82
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	11	235	11	100
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	27	242	25	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	18	244	18	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	16	246	16	100
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	15	251	14	93
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	34	250	34	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	37	247	36	97
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	4			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	7			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	10	213	4	40
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	15	220	11	73
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	5			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	149	85	57
All program completers, 2018-19	190	133	70
All program completers, 2017-18	164	138	84

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **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" of higher prior to entering the teacher education program. This course provides an introduction to instructional design and technology supported by the ISTE Standards for Educators. 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 and to use them to support inclusion, equity, and justice in the classroom. The course also provides an introduction to the principles and standards of Universal Design for Learning. Prospective teachers are expected to successfully design a scaffolded and supportive learning environments based on UDL principles and to curate a set of lessons that include technology use. In many teacher education courses, students utilize digital tools 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, media and software, and electronic assessments including report cards. The School of Education continues to work with their P-12 schools partners to provide technology and technology support for candidates and teachers in the field. The School has a designated technology professor who oversees the design of the technology strand for the teacher education programs.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All undergraduate students pursuing initial general education licensure are required to take a special education course, K306 (Secondary) or K307 (Elementary): Teaching Students with IEPs in Inclusive Classrooms. The course objectives are provided here: 1. Understand issues of social justice, equity, and inclusive education and be able to advocate for a vision of general education that is fully inclusive of students identified with dis/abilities. 2. Understand the evolution of special education: its social and political origins, as well as past and current policies, laws, and practices. 3. Become familiar with the process and consequences of determining students' eligibility and placement in special education, of labeling students with dis/ability labels, and descriptions of each label. 4. Move beyond understandings of dis/ability as an absolute "condition" and consider dis/ability as a social construction. 5. Understand the Individualized Education Plan (IEP) process, issues and practices related to Least Restrictive Environment (LRE) decisions, and how to participate as an active member of Case Conference Committee teams and meetings. 6. Engage in collaborative partnerships with students, parents/caregivers, colleagues, community members, and local agencies to support the needs of students identified with dis/abilities. 7. Describe issues of overrepresentation of students of color in special education, as well as the disproportionate representation of students of color with IEPs who are suspended and expelled. 8. Design and implement an array of pedagogical teaching and learning approaches for all middle school learners, including students with IEPs, within a Universal Design for Learning (UDL) framework. 9. Know how to provide individualized accommodations, adaptations, curriculum modifications, and technology to meet the diverse needs of students. 10. Describe and demonstrate how to create inclusive, equitable, and pro-social classroom communities, including the use of proactive classroom facilitation ("management") and positive behavior support practices. In addition, students have field experiences in public school classrooms that include students with IEPs. They are required to develop and teach lesson plans that are universally designed and culturally relevant.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

   As indicated in the K306/K307 course competencies above, undergraduate students pursuing initial general education licensure learn about the Individualized Education Plan (IEP) process, issues and practices related to Least Restrictive Environment (LRE) decisions, and how to participate as an active member of Case Conference Committee (CCC) teams and meetings. In addition, students are encouraged to participate in at least one CCC meeting during their field experiences and student teaching.

   c. **Effectively teach students who are limited English proficient.**

   Across the courses in our program, candidates learn to conduct interviews and needs assessments with students and their families to understand their background, experiences, interests, previous schooling, strengths and needs. For example, these needs assessments focus on (a) content knowledge using the instructional conversion and multiple ongoing classroom assessment tools; (b) English proficiency using second language acquisition concepts (communication, pattern, and variability) and principles (input, interaction, stages of development, errors and feedback, types of proficiencies and performances) as well as WIDA resources to assess current levels of proficiency, appropriate expectations, and key uses and scaffolding for instruction; (c) student interests using a teacher-tailored literacy inventory; and (d) learners' cultural identities. Candidates learn about identification, assessment, and placement processes for English Learners in local sites. They study the law and policies governing the education of English Learners and completed an advocacy project that invites them to analyze programs, policies, and practices in local sites. In field placements candidates observe students and mentor teachers, analyze elements of instruction to learn from practice, and then learn to plan, implement, and assess lesson plan effectiveness themselves based on the quality of student work and solicited feedback. These lessons are differentiated based on appropriate expectations for reading, writing, listening, and speaking skills in the target language. Each activity in our program is designed to support candidates to attend simultaneously to learner culture, language, and learning. To this end, candidates are asked to design learning activities that infuse collaboration, language use, contextualization, complex thinking, dialogic learning, and civic and democratic engagement in their assessment of student needs and their ultimate instructional design.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   The initial licensure program for undergraduate students offers the option of pursuing Special Education certification in Mild Intervention. The School of Education requires that students earn a general education license – elementary or secondary education - and add special education (Mild Intervention) to their general education license. To add Special Education certification, undergraduate students are required to take the following courses: K306 or K307: Teaching Students with IEPs in Inclusive Classrooms K448: Families in School and Society K426: Assessment & Instruction I K453: Classroom Management and Positive Behavior Support (see above) K441: Transition Across the Lifespan K465: Collaboration & Consultation K420: Technology Applications in Teaching Student Teaching: Mild Intervention (8 weeks)

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   Several courses address Individualized Education Plans (IEPs) and Case Conference Committee (CCC) meetings as follows: • K306/K307 addresses IDEA and the legal mandates of IEPs and CCCs. • K448: Families in School and Society addresses how teachers need to collaborate with parents/guardians to co-develop the IEP and co-lead the CCC. The course also addresses competencies for working with culturally and linguistically diverse families, including how to ensure that interpreters or other necessary accommodations and supports are provided. • K426: Assessment & Instruction I addresses how to write IEP instructional goals and objectives, how to obtain and document assessment data, how to monitor student progress, and how to report this information using Indiana's IIEP system. • K453: Classroom Management and Positive Behavior Support (addressed above) • K441: Transition Across the Lifespan addresses how to plan for student transitions from preschool to elementary school, elementary to middle school, middle school to high school, and high school to postsecondary education and post-school life. Students learn to write Transition IEPs, facilitate student self-determination and self-advocacy, provide transition services, and connect with appropriate adult services and supports. • K465: Collaboration & Consultation addresses how to work with all members of the instructional team to meet students' needs, including general education teachers, therapists, paraprofessionals, and other team members. • K420: Technology Applications in Teaching addresses the wide array of instructional and assistive technology to enhance teaching and learning for students with IEPs. • Student Teaching: Mild Intervention (8 weeks) provides extensive opportunities for interns to "walk the walk" of a special education teacher under the supervision of an experienced mentor teacher. Students are required to demonstrate Council for Exceptional Children (CEC) competencies for special education teachers.

   c. **Effectively teach students who are limited English proficient.**

   Across the courses in our program, candidates learn to conduct interviews and needs assessments with students and their families to understand their background, experiences, interests, previous schooling, strengths and needs. For example, these needs assessments focus on (a) content knowledge using the instructional conversion and multiple ongoing classroom assessment tools; (b) English proficiency using second language acquisition concepts (communication, pattern, and variability) and principles (input, interaction, stages of development, errors and feedback, types of proficiencies and performances) as well as WIDA resources to assess current levels of proficiency, appropriate expectations, and key uses and scaffolding for instruction; (c) student interests using a teacher-tailored literacy inventory; and (d) learners' cultural identities. Candidates learn about identification, assessment, and placement processes for English Learners in local sites. They study the law and policies governing the education of English Learners and completed an advocacy project that invites them to analyze programs, policies, and practices in local sites. In field placements candidates observe students and mentor teachers, analyze elements of instruction to learn from practice, and then learn to plan, implement, and assess lesson plan effectiveness themselves based on the quality of student work and solicited feedback. These lessons are differentiated based on appropriate expectations for reading, writing, listening, and speaking skills in the target language. Each activity in our program is designed to support candidates to attend simultaneously to learner culture, language, and learning. To this end, candidates are asked to design learning activities that infuse collaboration, language use, contextualization, complex thinking, dialogic learning, and civic and democratic engagement in their assessment of student needs and their ultimate instructional design.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). 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, in the process of submitting SPA reports, or approved by the state of Indiana. The School of Education has redesigned key assessments and rubrics to reflect the InTASC, SPA, and CAEP standards. The EPP continues it work to establish validity and reliability for the EPP-created assessments. All teacher education programs address: * Preparation in the use of Universal Design for Learning (UdL) and Differentiated Instruction * Understanding of equity and social justice issues related to students of color and students with special needs - i.e., Positive Behavior Support and Interventions (PBIS), culturally responsive pedagogy, overrepresentation in special education; disproportional representation in school suspensions and expulsions. * Skills to collaborate as a member of an instructional team. * Skills and dispositions to collaborate with families as part of the IEP and academic and social/emotional/behavioral support efforts. * Understanding and application of Response to Intervention (RtI) responsibilities and approaches. * Field experience and student teaching in inclusive classrooms and expectations to meet the needs of all learners. Candidates completing the special education dual program complete: * Required course on Families in School and Society focused on working with families in supportive, culturally responsive ways. * Required course on Classroom Management and Positive Behavior Supports. * Required course on Collaboration and Consultation Strategies, including working with all team members to co-plan IEPs, units, and lesson plans, co-teach, and implement and evaluate effective teaching and learning strategies. * Required course on Assessment and Instruction focused on Universal Design for Learning, Differentiated Instruction, instructional adaptations, modifications, and accommodations, and formative and summative assessments. * Required course on Technology Applications for Teaching and Learning, including a focus on the use of technology to enhance access, teaching, and learning. * Required course on Transition Across the Lifespan, including collaborative strategies to successfully support students as they move from preschool to adulthood and acquire needed services and supports from various organizations and entities in schools and communities.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Linda Houser

TITLE:

Assistant Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Tambra Jackson

TITLE:

Interim Dean