

# Title II

## Higher Education Act

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Indiana University Southeast  
 Alternative, IHE-based Program  
 2009-10

Print Report Card

Program Information

**Name of Institution:** Indiana University Southeast  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2009-10  
**State:** Indiana

**Address:** 4201 Grant Line Road  
 Hillside Hall 20A  
 New Albany, IN, 47150

**Contact Name:** Dr. Gloria Murray  
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

#### Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

| Element  | Undergraduate | Postgraduate |
|--|---------------|--------------|
| Application  | NA            | Yes          |
| Fee/Payment  | NA            | Yes          |
| Transcript   | NA            | Yes          |
| Fingerprint check  | NA            | No           |
| Background check   | NA            | Yes          |
| Experience in a classroom or working with children         | NA            | No           |
| Minimum number of courses/credits/semester hours completed | NA            | No           |

|   |    |     |
|---|----|-----|
| Minimum high school GPA   | NA | No  |
| Minimum undergraduate GPA   | NA | Yes |
| Minimum GPA in content area coursework                                  | NA | Yes |
| Minimum GPA in professional education coursework                        | NA | No  |
| Minimum ACT score   | NA | No  |
| Minimum SAT score   | NA | No  |
| Minimum GRE score   | NA | No  |
| Minimum basic skills test score   | NA | Yes |
| Subject area/academic content test or other subject matter verification | NA | Yes |
| Minimum Miller Analogies test score                                     | NA | No  |
| Recommendation(s)   | NA | No  |
| Essay or personal statement   | NA | Yes |
| Interview   | NA | Yes |
| Resume  | NA | Yes |
| Beachelor's degree or higher  | NA | Yes |
| Job offer from school/district  | NA | No  |
| Personality test (e.g.,Myers-Briggs Assessment)                         | NA | No  |
| Other (specify: )   | NA | No  |

Provide a link to your website where additional information about admissions requirements can be found:

[www.ius.edu/Education/Transition](http://www.ius.edu/Education/Transition)

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

Postgraduate Starting date is in the spring

Does your initial teacher certification program conditionally admit students? No

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

Students are admitted into the T2T program in the late fall and start their programs in the spring semester. The T2T program is a state mandated program. The elementary students are limited to 24 credit hours and the secondary program is 18 credit hours.

Section I.b 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 2009-10:       | 19 |
| Unduplicated number of males enrolled in 2009-10:   | 2  |
| Unduplicated number of females enrolled in 2009-10: | 17 |

|         |                 |
|---------|-----------------|
| 2009-10 | Number enrolled |
|---------|-----------------|

| <i>Ethnicity</i>                           |    |
|--|----|
| Hispanic/Latino of any race:               | 0  |
| <i>Race</i>                                |    |
| American Indian or Alaska Native:          | 0  |
| Asian:                                     | 0  |
| Black or African American:                 | 0  |
| Native Hawaiian or Other Pacific Islander: | 0  |
| White:                                     | 19 |
| Two or more races:                         | 0  |

**Section I.c Supervised Experience**

**Provide the following information about supervised clinical experience in 2009-10.**

|  |     |
|--|-----|
| Average number of clock hours required prior to student teaching   | 215 |
| Average number of clock hours required for student teaching  | 415 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year                                 | 2   |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 2   |
| Number of students in supervised clinical experience during this academic year   | 15  |

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

Elementary T2T candidates spend 8 months in an elementary classroom. Two and 1/2 days per week the first semester for practicum and 5 days per week for student teaching.

**Section I.d Teachers Prepared**

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

| Academic major | Number prepared |
|----------------|-----------------|
| Elementary     | 13              |
| Secondary      | 1               |
| TOTAL          | 14              |

| Subject area            | Number prepared |
|-------------------------|-----------------|
| Elementary              | 13              |
| Secondary Life Sciences | 1               |
| TOTAL                   | 14              |

**Section I.e Program Completers**

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2009-10: 14

2008-09: 18

2007-08: 11

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

| Teacher shortage area | Goal for increasing prospective teachers trained  |
|-----------------------|---|
| Mathematics           | <p>Academic year: 2009-10</p> <p>Goal: 0</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do not have a goal or plan to increase number of T2T Math educators through the T2T program</p>               |
| Science               | <p>Academic year: 2009-10</p> <p>Goal: 0</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do not have a goal or plan to increase number of T2T Science educators through the T2T program.</p>           |
| Special education     | <p>Academic year: 2009-10</p> <p>Goal: 0</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do not have a goal or plan to increase number of T2T Special Education educators through the T2T program.</p> |

|   |   |
|---|---|
| <p>Instruction of limited English proficient students</p> | <p>Academic year: 2009-10</p> <p>Goal: 0</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do not have a goal or plan to increase number of T2T ENL educators through the T2T program.</p> |
| <p>Nothing</p>  | <p>Academic year: 2009-10</p> <p>Goal: 0</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We do not have "other" information to provide</p>   |

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

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

T2T candidates use technology in their methods classes and are expected to do presentations in class demonstrated knowledge and use of technology. The (T2T) program provides strategies for working with LEP students in all methods courses. Students are required to include adaptations for on all lessons plans as needed and they are required to observe in classrooms in all socio-economic areas. They observe and or interview special education teachers. They do pre and post test analysis of students performance and make additional adjustments to lessons.

Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group   | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|--|---------------------|-------------------|----------------------|---------------|-----------------------------|----------------------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10           | 1                   |                   |                      |               | 97                          | 170                        |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09           | 1                   |                   |                      |               | 100                         | 171                        |
| ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK<br>Educational Testing Service (ETS)<br>All program completers, 2008-09 | 6                   |                   |                      |               | 100                         | 178                        |
| ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD<br>Educational Testing Service (ETS)<br>All program completers, 2008-09    | 5                   |                   |                      |               | 100                         | 181                        |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2009-10     | 9                   |                   |                      |               | 98                          | 180                        |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2008-09     | 13                  | 182               | 13                   | 100           | 100                         | 181                        |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students         | 2                   |                   |                      |               | 99                          | 183                        |
| ETS0730 -PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students                        | 26                  | 181               | 26                   | 100           | 97                          | 183                        |
| ETS0730 -PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                | 12                  | 180               | 12                   | 100           | 99                          | 183                        |
| ETS0730 -PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                | 22                  | 183               | 22                   | 100           | 99                          | 183                        |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 26                  | 181               | 26                   | 100           | 98                          | 182                        |

|   |    |     |    |     |     |     |
|---|----|-----|----|-----|-----|-----|
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>All program completers, 2009-10   | 11 | 179 | 11 | 100 | 99  | 182 |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>All program completers, 2008-09   | 22 | 182 | 22 | 100 | 100 | 182 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>Other enrolled students           | 26 | 176 | 25 | 96  | 99  | 178 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2009-10   | 11 | 175 | 11 | 100 | 99  | 179 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2008-09   | 22 | 177 | 22 | 100 | 100 | 178 |
| ETS0300 -READING SPECIALIST<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 9  |     |    |     | 100 | 540 |
| ETS0300 -READING SPECIALIST<br>Educational Testing Service (ETS)<br>All program completers, 2008-09 | 13 | 565 | 13 | 100 | 100 | 546 |

Section III. Summary Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|-----------------------------|
| All program completers, 2009-10 | 14                  | 12                   | 86            | 98                          |
| All program completers, 2008-09 | 24                  | 24                   | 100           | 99                          |

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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

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 how your program 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 how your program 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.**

Candidates in the T2T use technology in curriculum and instruction in methods courses. Secondary T2T students are taught how to integrate technology into lesson design, use Inspiration, integrate LOGO in lessons, design PowerPoint presentations, use Photoshop, use Desktop Publishing, Excel, design a web site, and develop spreadsheets among other things.

The Elementary T2T program students learn how to use technology if they are assigned to a school that is using it. When they student teach they are required to input data and use the data to improve teaching and learning. Not all schools are using that type of technology. There will be a new class added to the program to address technology.

**Section VI. Teacher Training**

**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 how your program 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.**

Elementary(T2T) students take a special education methods class. Secondary and Elemetary learn specific strategies and learn about IEPs. They also participate in IEP teams at the local schools.

**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 how your program 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.

See the traditional program description.

### 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.

### Supporting Files

Indiana University Southeast  
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