

Name of Institution: Indiana University Southeast
 Institution/Program Type: Traditional
 Academic Year: 2010-11
 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	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA

Subject area/academic content test or other subject matter verification	Yes	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: Required GPA in licensing/content area for the Secondary Program)	No	NA

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

www.ius.edu/Education

Indicate when students are formally admitted into your initial teacher certification program:
Other Each program admits students at different times of the year.

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 to traditional Elementary and Secondary admissions twice a year.

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 2010-11:	400
Unduplicated number of males enrolled in 2010-11:	112
Unduplicated number of females enrolled in 2010-11:	288

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	4
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	372
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours of supervised clinical experience required prior to student teaching	170
Average number of clock hours required for student teaching	420
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	11
Number of students in supervised clinical experience during this academic year	102

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	59
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	10
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	5

Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	8
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	59
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	10

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	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	8
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	

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.e Program Completers

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

2010-11: 104

2009-10: 79

2008-09: 82

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	Academic year: 2012-13 Goal: 0 Goal met? No Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2012-13 Goal: 2 Goal met? No Description of strategies used to achieve goal: We are identifying incoming biology students to recruitment them into a 3 year program if they have completed college courses in high school.

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We will work with our school districts to develop a plan based on their needs.</p>
Special education	<p>Academic year: 2012-13</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>
Instruction of limited English proficient students	<p>Academic year: 2012-13</p> <p>Goal: NA</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>
Nothing	<p>Academic year: 2012-13</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>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

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:

Indiana University Southeast School of Education receives input through advisory boards for each program and an overall SOE advisory board. We also receive input through various surveys from employers and program completers. We've received grants based on these needs over the years. For example, we have a long term grant relationship with WHAS Crusade for Children which supports purchasing necessary materials and resources for special education teachers who work with students with disabilities. Our candidates are required to do a minimum of 15 hours of practicum in urban settings in Louisville, KY. Instruction on how to work with and teach limited English proficient students and special education students is delivered through required course work. We also have a large DOE grant to provide professional development workshops for school personnel in ENL and a partnership with IU Bloomington on an EL license. The IUS campus provides financial support for a ENL project called New Neighbors to assist in providing materials to teachers regarding ENL.

Section III. Assessment Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass
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Test Company Group	taking tests	scaled score	passing tests	rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6			
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2010-11	12	175	12	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	6			
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	6			
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	2			
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2010-11	12	181	12	100

ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	6			
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	6			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	13	176	11	85
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	37	179	37	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	46	180	46	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	44	179	44	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	178	11	92
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	172	10	100
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE	6			

Educational Testing Service (ETS) All program completers, 2009-10				
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	213	181	207	97
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	77	182	77	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	75	182	75	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	66	181	66	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	217	180	209	96
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	76	180	76	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	73	181	73	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	66	180	66	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	213	176	211	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	76	177	76	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	74	177	73	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS)	66	176	66	100

All program completers, 2008-09				
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	7			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	37	528	37	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	46	544	46	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	44	508	44	100
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2010-11	86	86	100
All program completers, 2009-10	80	79	99
All program completers, 2008-09	79	79	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:

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

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 undergraduate students must take and pass or test out of W200, Using Computers in Education. Technology is threaded throughout the course work. Students are required to collect relevant data from their practicum experiences, and analyze data. Students are required to study web-based school data and express their understanding of gaps with graphs or charts. Students deliver power point presentation using different software packages they have learned such as PhotoStory, Prezi, BeeBot, SketchUp etc. Special Education students complete a three credit hour course that teaches them how to use technology as a tool for professional productivity and student success. Also, in the Special Education field experience students are required to use low and high assistive technology devices to accelerate educational outcomes for children and youth with disabilities. In the our new Elementary program there is a specific course on assessment

which will include how to collect data, analyze, plan lessons or intervention plans, post test and present the finding using technology. We have purchased 4 smart boards for student to learn how to use because so many of their school integrate this technology into the curriculum.

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.

Students with Disabilities: Elementary Education students complete coursework about teaching students with disabilities. During their practicum experience they are involved in observing and participating in an IEP meeting. In Secondary Education, in addition to what is described above, students interview special education teachers. In the Elementary program candidates take a Multicultural Course that includes knowledge about and strategies for working with LEP students. Elementary and Secondary students have required reading courses that include addressing literacy and writing strategies for working with LEP students. In Secondary, students gain knowledge about strategies for working with LEP students through coursework and field experiences. They are required to include accommodations in all lesson plans. There are plans for secondary education to increase (time or with a course) direct learning and experiences with limited English proficient students and more with special education.

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.

Special Education majors complete substantial coursework (at least 41 credit hours) in subject matter pedagogy as the backbone of the program. This coursework and associated early field experience (18- clock hours) provide candidates with the knowledge and skills to teach core subjects at the K-6 levels. Speciality coursework (21 credit hours) and clinical/field work (180 clock hours) provide experience with K-12 students who have a wide variety of exceptional needs and who receive services through a variety of service delivery models. To verify that they are making progress toward meeting state standards for teachers of exceptional needs, candidates submit a portfolio at the end of each 90-clock hour practicum. The host teacher and a university supervisor provide practicum candidates with formative and summative feedback based on observations. Thirty clock-hours of one of the field experiences takes place under the supervision of an experienced ESL teacher whose students are ELP or mostly refugees. Reinforcing preparation is done in their final pedagogy course and the assessment course.

During their full-time student teaching for 16 weeks, candidates' effectiveness is assessed through a mandatory portfolio and observational ratings completed by the host teacher and a university faculty member. During practica and student teaching, candidates are required to participate in case conferences and annual case reviews. Portfolio requirements, which precede student teaching, build students' knowledge and skills in IEP-related tasks including diagnostic assessment, formative assessment, observational skills, report writing, and selection of objectives and accommodations.

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.

We are working toward target on NCATE Standard 3. We are also reacting to changes at the state level regarding student teaching limitations, teacher evaluation changes and k-12 student performance demands. We also have changes being proposed regarding limiting the number of hours for our education program areas.

Supporting Files

Indiana University Southeast
Traditional Program
2010-11