



Indiana University Southeast
Traditional Report AY 2021-22
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

151379

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

4201 Grant Line Road

Hillside Hall 108D

CITY

New Albany

STATE

Indiana

ZIP

47150

SALUTATION

FIRST NAME

Caitlin

LAST NAME

Jones

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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), 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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

3

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

Note: This section is preloaded from the prior year's IPRC.

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
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Exit Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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

Note: This section is preloaded from the prior year's IPRC.

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	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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:

N/A

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§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

240

Number of clock hours required for student teaching

483

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

Years required of 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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

Clinical experiences are guided, hands-on, practical applications of program curriculum with P-12 teachers and students. These include, but are not limited to, early field experiences, observations, and culminating clinical practices such as student teaching or internship. (CAEP Handbook, 2021, p. 23) Clinical experiences are linked to a specific education course or cluster of courses (referred to as blocks). There are academic, professional, dispositional, and behavior expectations that must be met for successful Block completion prior to moving to the next block. Each of the four blocks is structured so that teacher candidates have clinical experiences in diverse settings—each with a different focus. The focus of each block is as follows: Early field experiences are arranged with K-12 school partners in diverse populations of Southern Indiana and Louisville, KY. Block 1 focuses on exposure to diverse school settings. Block 2 focuses on content strategies for all students. Block 3 focuses on infusing Universal Design for Learning (UDL) and assessment strategies in the content areas. Block 4 focuses on classroom management and assessment strategies in clinical practice. Clinical Practice Learning Outcomes: • Candidates will demonstrate proficiency in their respective Education Program Standards as aligned to the Indiana Department of Education’s Developmental Standards for Educators: School Setting Developmental Standards. • Candidates will demonstrate proficiency in their respective Education Program Standards as aligned to the Indiana Content Standards for Educators. • Candidates will demonstrate effective classroom management strategies. • Candidates will demonstrate effective use of classroom data to inform instruction. • Candidates will demonstrate the skills and dispositions necessary for proficient, beginning teachers. These clinical experiences equate to 30 hours of early experience prior to admission. Ten (10) hours in diverse settings (English for Speakers of other languages). Students have field experience in 3 or 4 blocks depending on the major selected, which varies from 90 to 360 hours. Finally, students have 2,000 (10 weeks) in Secondary Education, 3,200 (16 weeks) in Elementary and 3,200 (2- 8-week placement- split elementary/middle-high) in Special education for student teaching experience

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2021-22 Total	
Total Number of Individuals Enrolled	183
Subset of Program Completers	64

Gender	Total Enrolled	Subset of Program Completers
Male	38	13
Female	145	51
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	3	0
Black or African American	5	2
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	169	61

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

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 2021-22.

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 2021-22

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	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="44"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	16
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
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	
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	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2021-22

If this provider 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	4
13.1202	Teacher Education - Elementary Education	44
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	16
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	13
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	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:

Indiana University Southeast School of Education receives input on program development and evaluation through advisory boards created for each program level (undergraduate and graduate), a university-wide council called COPEP and an overall new SOE collaborative council consisting of community stakeholders. These advisory boards comprise of representatives from other Schools on campus, School partners and teacher candidates. We also receive input through various surveys from employers and program completers. A new event was organized during the 2021-2022 academic year to appreciate, celebrate, and get feedback from alumni and school partners. We have received grants in recent years that have improved learning outcomes for our teacher candidates. For example, we have a long-term grant relationship with WHAS Crusade for Children which provides academic materials and other resources for special education teachers who work with students with disabilities. This grant also supports two scholarship per year

for one undergraduate and one graduate special education candidates. We recently launched additional scholarship opportunities specific to the School of Education teacher candidates. 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. For example, all undergraduate teacher candidates take EDUC-M 300: Education in a Pluralistic Society and EUDC-K 200. Graduate students take a diversity course in social foundations. We now have a minor in ENL for undergraduate students and have taken over the running of the ENL licensure program that was previously offered in partnership with IU Bloomington. An application was approved by IDOE for us to offer both the undergraduate and graduate licensure in ENL. In response to the needs of the community and teaching profession, we proposed and were approved to offer Early Childhood Education - Transition to Teaching program. We had also received approval to reduce the Master's degree program from 36-credit hours to 30. The University continues to provide financial support for an ENL project called New Neighbors to assist in providing materials and professional development to teachers regarding ENL.

Basic Assessment Cycle within our EPP

- Plan and Prepare
- Develop objectives, learning outcomes, alignment to standards (State, national, In TASC, and CAEP)
- Create course materials that articulate to students both the outcomes and the disciplinary context in which these outcomes operate.
- Curriculum Mapping
- Finalizing the decision points for all programs from the entrance to the exit of the candidates.
- Identify SPA/KEY assessments that need to tracked and monitored for candidate progress within the programs.
- Tracking system – CANVAS and Task Stream AMS
- Making sure EPP is working on Meeting CAEP and State Standards
- Assess – Multiple Measures
- Collect, Analyze, Share
- Collect and analyze direct evidence of candidate progress from Entrance to exit and monitor their progress through task stream. Program level assessments
- Unit wide assessments
- SPA/state reports
- Dispositions
- Collect and analyze indirect evidence, such as job placement rates, surveys, title II reports, grades, enrollment, retention, completion, and case studies for program impact.
- Share assessment processes and results with stakeholders.
- Improve / Reflect
- Use what we have learned from assessment processes and efforts to revise programmatic changes/revisions and unit-wide improvements.
- Program Review days each semester for EPP, with stakeholders on some days.
- Share data with COPEP, School Administrators, P-12 educators, Alumni, Advisory boards and conduct focus groups as necessary with completers and principals.
- Consider the effect of revision/improvements in student learning that resulted from your assessment process.
- Reflect on the assessment cycle to prepare for further assessment.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We will implement the 4-semester block: We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

3. Did your program meet the goal?

- Yes
 No

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

We were able to get the appropriate logistics and University approvals to move to the current 4-block program in secondary mathematics education. We individually work on our requirement checksheets, then met as a secondary education team and refined each checksheet to be consistent, these were submitted to the appropriate College of Education committee and then full SOE faculty, then these were submitted to the appropriate University committee and lastly final approval by the full University Faculty Senate.

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

The process is long as there are several levels of approvals required. Starting early and being persistent pays off.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will implement the 4-semester block: We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The IUS Secondary Mathematics Program will go through all required courses (both in Math Dept and in School of Education) to assure that: 1. All topics for Indiana Teacher Licensure are covered in appropriate depth; 2. Remove any redundancy of topics in required courses.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Provide a highly effective and interactive science educator who is proficient in the use of technology and able to recognize student learning differences and adapt to the learner.

3. Did your program meet the goal?

- Yes
 No

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

All students demonstrated competency in using technology in their student teaching evident by their unit plans, classroom demonstrations and observations in their student teaching assignment. Strategies used to achieve the goal in use in technology were classroom assignments and demonstrations. Actual use of technology in their student teaching documented by their unit and lesson plans and classroom observation.

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

Steps taken to improve the student mastery of technology in the classroom was limited to student planning of the implementation and acting on critiques to improve the application.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Provide an educational program in science education that will produce highly effective and interactive teacher candidates who will be proficient in the use of technology, skilled in problem-based inquiry learning, and incorporates student learning differences and diversity.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Embed cultural competency in the science education clinical practice sites to promote and support diversity and inclusion goals in regard how science and technology impact society in terms of diversity, equity, and inclusiveness.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal for the 2021-2022 school year will be back on track with our recruiting with a 2% increase for both the graduate and undergraduate programs.

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:

Starting in 2022, we have been working to improve our enrollment in many ways, including doing guest speaker lectures at local high schools, such as Floyd Central, Tell City, and Prosser. This will allow high school students to learn more about special education and what our program has to offer. Our faculty have also been present and participated in the IUS major fair and the new student summer orientations. Both events help us showcase our program and hopefully attract additional students.

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

As program coordinator, I start at IUS in August 2021 so it has taken time for me to learn the program and work on developing strategies for increasing our enrollment. I think we made steps during the 2021-2022 academic year to identify gaps in our program and steps to correct those.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

1. Edit the undergraduate and graduate degree programs to be more comprehensive and tailored to current needs in the field. 2. Improve recruiting with a 2% increase for both the graduate and undergraduate programs.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

1. Improve recruiting with a 2% increase for both the graduate and undergraduate programs. 2. Update and align syllabi in the department to the Council for Exceptional Children's High Leverage Practices for Special Educators.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Goals for next year include advocating for a course for all pre-service teachers or more strategic embedding of second language acquisition and strategies for teaching content to ELs into each program. We will continue to increase awareness of the program at the undergraduate level to add another 5 candidates to reach 27 with 14 of them preparing for licensure (they are not required to add the license or take the licensure exam to complete the minor/concentration). We also expect to maintain the cohorts and plan for new groups from the same districts for 2021-22 (we will advertise and foster those relationships to ensure this). We will also reach out to other districts to add one additional cohort. Our overall goal is to reach 100 ENL candidates at both the graduate and undergraduate levels.

3. Did your program meet the goal?

- Yes
 No

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

The IUS ENL/ESL program is steadily growing with increasing numbers in undergraduate programs, steady growth in our graduate program, and the continuation of existing and new graduate cohort programs. We currently have about 90 students in our programs. 1. Recruitment and collaboration with other program coordinators. 2. ENL/ESL Coordinator is an invited speaker to some education courses. 3. Recruitment with school districts in our service area (Indiana and Kentucky) for new cohorts.

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

1. Community engagement and partnerships are key to keep interest high for graduate programs. 2. Shared information and resources with the SOE academic advisor has helped to inform and recruit undergraduate students.

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

The ENL/ESL program has grown exponentially as the demand for more ENL/ESL licensed teachers has become more prevalent throughout Indiana and Kentucky.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will continue to work on a better alignment of courses and student teaching with the Elementary and Secondary programs to make the choice to add the ENL license an easy one for candidates. We are part of developing an online collaborative program with other IU campuses to add more options for people in IN to get a license. We will continue to work towards 100 ENL candidates from initial and advanced programs and will ask for an additional faculty member to assist with capacity.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will continue to strive for the goal of 100 students! As the interest is growing at the undergraduate level, it is important to look for ways to differentiate those courses and split the cross-listed courses into separate undergraduate sections and graduate sections. We will continue to ask for an additional faculty member to best meet the needs of all our students.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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 RTI'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 (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	174	10	77
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	24	166	17	71
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	173	11	92
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	24	172	21	88
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	8			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	23	241	22	96
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	20	241	20	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	9			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	30	226	24	80
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	25	224	18	72
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	9			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	30	234	27	90
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	26	241	24	92
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	8			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	31	233	25	81
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	27	240	25	93
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	9			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	30	227	23	77

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	24	229	19	79
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	4			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	13	177	13	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	178	14	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	23	173	23	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	6			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	15	244	15	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	17	241	17	100
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	1			

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 RTI'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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	53	40	75
All program completers, 2020-21	51	37	73
All program completers, 2019-20	51	37	73

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

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:

Continuing CAEP Accreditation

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Faculty and staff in the SOE are committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. The University provides and maintains broad-band internet access, both wired and wireless. This internet access allows faculty and staff to build upon the foundation by incorporating current instructional technology methods and equipment in support of the educational process. In the SOE's pursuit to foster 21st-century teachers, candidates are provided opportunities to experience technology through faculty modeling and implementation in courses, long term use of Chromebooks, creating technology-rich lesson plans, participating in technology-based professional development sessions, both by our own faculty experts as well as through the ILTE (Institute for Learning and Teaching Excellence), taking online hybrid courses and practicing technology integration through grants and projects. Candidates learn about Instructional Technology at different blocks for different programs for 1) planning, development, delivery, and assessment of instruction including Project-based Learning (PBL), personal web pages, cloud computing; 2) problem solving; 3) school and classroom record keeping and administration; 4) educational research; 5) electronic information access and exchange that serves to enhance worldwide communication between youth; 6) enhancing visual literacy and individual artistic creativity; and 7) personal productivity, 8) introductory coding, and robotics, 9) and computer care and operation. Instructional Technology is integrated using ISTE standards for curriculum, field and clinical experiences, assessments, and evaluations. All Initial Level programs which include Elementary, Secondary and Special Education have technology courses that they are required to complete in their first block. The campus offers professional development for the use of technology through the IUS Institute for Learning and Teaching Excellence office. For example, the following topics were offered and attended by the faculty: Canvas Updates, Joy of Teaching, Course Design, Boot Camp for Online Courses, Online Teaching Refresher Training, and Scholarship of

Teaching and Learning. There were also several town hall meetings with faculty to discuss how to overcome the current pandemic situation. The professional developments activities were interactive, relevant to multiple disciplines, based on experience and research, and a dialog among educators who care for student learning. The online boot camps for faculty offered a small stipend after successful completion. Topics covered include the ILTE Canvas Syllabus template, accessibility, Kaltura, the new IUS/ILTE Academic Media Production Space, Quick Check, and New Quizzes, as well as time to discuss challenges and helpful strategies with colleagues. This was offered three times within the academic year. Spaces were filled on a first-come, first-served basis. Daily attendance was required. Participants can only miss one day, and all work was needed to be made up. The campus also offers available resources for online teaching. Examples are Tech Tip: Canvas Grading Scheme and SoTL Tip: How to Structure Your Online Class for Inclusion, to name a few. The university offers additional resources intended to help faculty ease into the transition. IU's keepeteaching.iu.edu site was developed and created by the University Information Technology Services team, the site provides faculty with the technical resources needed to move from face-to-face teaching to an online environment, while also considering pedagogical strategies. The site also has instructions for using specific tools, including Canvas, Zoom, Kaltura, and PowerPoint recordings. The University Information Technology Services (UITS) provides state-of-the-art technology services designed to empower the students, faculty and staff to accomplish what we need to accomplish. With more than 1,500 full-time employees, UITS provides services and support for the modern, multifaceted technology environment at IU and works with more than 10,000 constituents in the IU multi-campus university system with locations across the state and the world. UITS is committed to information security, ongoing exploration of new tools and technologies, and delivering the services and support our constituents need at IU and beyond.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process. Currently, the secondary team addresses the topics in the blocks as topics and seminars. In Block one students take EDUC K 200. In Block two, teacher candidates spend ten hours in a SPED and ENL classroom. Block three F 401, a special topics seminar SPED and ENL are addressed. In 2021, we began requiring the following course EDUC K-205 Introduction to the Exceptional Child

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*.

All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process.

c. Effectively teach students who are limited English proficient.

All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors. Currently, the secondary team addresses the topics in the blocks as topics and seminars. In Block one students take EDUC K 200. In Block two, teacher candidates spend ten hours in a SPED and ENL classroom. Block three F 401, a special topics seminar SPED and ENL are addressed. Furthermore, IUS added ENL as a minor/elementary concentration/additional licensure option that began in fall 2018. We have had 5 undergraduate completers and we currently have 10 education majors who have declared the minor with another 6 who have started classes but have not declared. Each year, the secondary student teaching seminars and students in the EDUC-200 course are presented with information on teaching English Learner ESL and information is presented and students in the EDUC-200 course study a chapter Elementary Education students have the opportunity to participate in a summer practicum at Parkwood Elementary, a school with approximately 60% English learners. Additionally, the Freshman orientation has included a session on ENL/Diversity for the past 2 years.

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

All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and

teacher responsibilities in this process. For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

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*.

For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

c. Effectively teach students who are limited English proficient.

All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

Our CAEP Virtual follow-up virtual visit was the fall 2022. The reviewers suggested to CAEP Council to remove both stipulations and give us an AFI for Standard 1. Many factors, such as the economy, change in demographics, and the change in testing seemingly have negatively impacted the number of students entering our programs and those seeking teaching licensure. The campus and School have support programs for the recruitment and retention of candidates. The School applied for several grant opportunities and was awarded for the following: recruitment and preparation of STEM teachers, improvement of the school counseling program, teacher-residency collaborative projects with K-12 schools, reading clinic for middle school kids, community engagement project with English learners, writing project with K-12 educators, etc. We have submitted an annual report to CAEP on April 30th with an update on our efforts towards removing the stipulations and working on the new revised CAEP standards. We have moved our data collection to Canvas-Outcomes. We utilized data for program improvement through the use of Taskstream (data software) as our assessment tool. Budget constraints motivated us to look for another alternative to TaskStream. We conduct data review days twice a year to discuss our data and close the program feedback loop. We utilize our advisory councils and annual surveys to gather input from stakeholders on program and candidate performances. With the help of the campus resources, faculty were given professional development workshops and resources to effectively implement virtual teaching.

Supporting Files

Stipulation Site Visit Report	
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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:

Caitlin Jones

TITLE:

Undergraduate and Graduate Licensing Advisor

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:

Caitlin Jones

TITLE:

Undergraduate and Graduate Licensing Advisor