



Section I: Program Information

List of Programs

CIP Code	Teacher Preparation Programs	UG,PG or Both
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG
13.1	Special Education (CoT)	PG
13.1302	Teacher Education - Art	PG
13.1322	Teacher Education - Biology	PG
13.1323	Teacher Education - Chemistry	PG
13.1337	Teacher Education - Earth Science	PG
13.14	Teacher Education - English as a Second Language	PG
13.1305	Teacher Education - English/Language Arts	PG
13.1306	Teacher Education - Foreign Language (Chinese, French, German, Japanese, Latin, Russian, Spanish)	PG
13.1307	Teacher Education - Health	PG
13.1328	Teacher Education - History	PG
13.1311	Teacher Education - Mathematics	PG
13.1312	Teacher Education – Music (Instrumental & Vocal)	PG
13.1329	Teacher Education - Physics	PG
Other	Teacher Education - Journalism	PG

Total number of teacher preparation programs: 28

Program Requirements

Postgraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level? Yes No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	Y	Y
Fingerprint check	N	N
Background check	N	N
Minimum number of courses/credits/semester hours completed	Y	Y
Minimum GPA	Y	Y

Minimum GPA in content area coursework	Y	Y
Minimum GPA in professional education coursework	N	Y
Minimum ACT score	N	N
Minimum SAT score	N	N
Minimum basic skills test score	N	N
Subject area/academic content test or other subject matter verification	Y	Y
Recommendation(s)	Y	N
Essay or personal statement	Y	N
Interview	N	N
Other Specify:	N	N

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.)

3.0

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.)

3.0

Supervised Clinical Experience

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	150
Number of clock hours required for student teaching	400

Are there programs in which candidates are the teacher of record? Yes No

All Programs	2019-2020	2020-2021
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	5	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	66	59
Number of students in supervised clinical experience during this academic year	66	59

Enrollment and Program Completers

2020-21 Total	2019-2020	2020-2021
Total Number of Individuals Enrolled	66	59
Subset of Program Completers	19	19

Gender	Total Enrolled		Subset of Program Completers	
	2019-2020	2020-2021	2019-2020	2020-2021
Male	28	24	7	6
Female	37	35	12	13
Non-Binary/Other	0	0	0	0
No Gender Reported	1	0	0	0

Race/Ethnicity	Total Enrolled		Subset of Program Completers	
	2019-2020	2020-2021	2019-2020	2020-2021
American Indian or Alaska Native	0	1	0	1
Asian	5	4	1	2
Black or African American	1	2	0	0
Hispanic/Latino of any race	5	4	3	2
Native Hawaiian or Other Pacific Islander	1	0	0	0
White	53	28	15	8
Two or more races	0	0	0	0
No Race/Ethnicity Reported	1	20	0	6

Teachers Prepared

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
		2019-2020	2020-2021
13.10	Teacher Education - Special Education	1	2
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14	13
13.1302	Teacher Education - Art	1	1
13.1305	Teacher Education - English/Language Arts	4	3
13.1306	Teacher Education - Foreign Language	4	1
13.1307	Teacher Education - Health		1
13.1311	Teacher Education - Mathematics		
13.1312	Teacher Education - Music	3	3
13.1314	Teacher Education - Physical Education and Coaching		
13.1315	Teacher Education - Reading		
13.1318	Teacher Education - Social Studies	2	5
13.1322	Teacher Education - Biology	4	2
13.1323	Teacher Education - Chemistry		1
13.1324	Teacher Education - Drama and Dance		
13.1328	Teacher Education - History	1	2
13.1329	Teacher Education - Physics		

13.1337	Teacher Education - Earth Science			
13.14	Teacher Education - English as a Second Language		3	3
13.99	2019-2020 Education - Other Specify: Government = 1	2020-2021 Education – Other Specify: Government = 3	1	3

Teachers Prepared by Academic Major

Do participants earn a degree upon completion of the program? Yes No

CIP Code	Academic Major	Number Prepared	
		2019-2020	2020-2021
13.10	Teacher Education - Special Education		1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education		
13.1302	Teacher Education - Art	1	1
13.1305	Teacher Education – English/Language Arts	1	
13.1307	Teacher Education - Health		
13.1312	Teacher Education - Music	3	3
13.1314	Teacher Education - Physical Education and Coaching		
16	Foreign Language, Literature and Linguistics	1	
23	English Language/Literature		
26	Biological and Biomedical Sciences	1	
27	Mathematics and Statistics		
50	Visual and Performing Arts		
13.99	2019-2020 Other Specify: MA in Sociology w/ Teacher Cert = 1	2020-2021 Other Specify:	

Program Assurances

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

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

*Efforts underway to provide candidates with additional opportunities for certification in special education.
Ongoing efforts to provide diverse field experience and student teaching experiences.*

Section II: Annual Goals

Annual Goals: Mathematics

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

Yes No

2. Describe your goal.

Admit 2 students

3. Did your program meet the goal?

Yes No

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

Currently working with Math department faculty to prepare teacher education recruitment materials directed to math majors.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.
 Yes No
8. Describe your goal.
Admit 2 students

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.
 Yes No
10. Describe your goal.
Admit 2 students

Annual Goals: Science

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?
 Yes No
2. Describe your goal.
Admit 5 students
3. Did your program meet the goal?
 Yes No
4. Description of strategies used to achieve goal, if applicable:
5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

Yes No

8. Describe your goal.

Admit 5 students

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

Yes No

10. Describe your goal.

Admit 5 students

Annual Goals: Special Education

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

Yes No

2. Describe your goal.

Admit 5 students

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:

Faculty have developed a new alternative program for P-12 special education certification. Program is designed to allow candidates to work in schools while completing coursework, allowing for promotion of this new special education program to school corporations.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

Yes No

8. Describe your goal.

Admit 5 students

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

Yes No

10. Describe your goal.

Admit 5 students

Annual Goals: Instruction of Limited English Proficient Students

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in limited English Proficient students in 2020-21?

Yes No

2. Describe your goal.

Admit 3 students

3. Did your program meet the goal?

Yes No

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in limited English Proficient students in 2021-22? If no, leave the next question blank.

Yes No

8. Describe your goal.

Admit 3 students

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in limited English Proficient students in 2022-23? If no, leave the next question blank.

Yes No

10. Describe your goal.

Admit 3 students

Section III: Program Pass Rates

Summary Pass Rates

Group	Number Taking Test	Number Passing Tests	Pass Rate (%)
All program Completers, 2020-2021	15	14	93
All program Completers, 2019-2020	19	19	100
All program Completers, 2018-2019	7	---	---

Section IV: Low-Performing

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: Higher Learning Commission

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

- Yes
- No

Section V: 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:

- | | | |
|---|--------------------------------------|--------------------------|
| integrate technology effectively into curricula and instruction | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| use technology effectively to collect data to improve teaching and learning | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| use technology effectively to manage data to improve teaching and learning | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| use technology effectively to analyze data to improve teaching and learning | <input checked="" type="radio"/> Yes | <input type="radio"/> 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.

Teacher candidates in the Secondary Transition to Teaching (ST2T) program, and graduate teacher certification are exposed to the use of technology for instructional purposes in their methods courses. The methods courses provide students with guidance on the appropriate use of instructional technology in their discipline and routinely require the integration of technology in lesson planning.

Using technology for the collection, management, and analysis of student data for the improvement of student performance is addressed in two ways. First, candidates are instructed on how to access and use the online data resources from the Indiana Department of Education (IDOE). The tools provided by the IDOE are designed to assist the candidates as they focus on the achievement of groups of students.

Section VI: Teacher Training

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

a. Teach students with disabilities effectively

All alternative program participants are required to take an introductory course in special education (EDUC-K 505: Introduction to Special Education for Graduate Students and EDUC-S 555: Diversity and the Community of All Learners). Students in these courses learn special education law and policy (i.e., the pillars of IDEA), multicultural education, characteristics of a wide range of disabilities, multi-tiered systems of support for academics (RTI) and behavior (PBIS), differentiation of instruction, universal design for learning, teaching strategies, and classroom and behavior management. They also learn the importance of the role of families and how to work effectively with parents and other caregivers.

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.

Alternative education teacher candidates learn about the individualized education program (IEP) in the introductory courses (EDUC-K 505: Introduction to Special Education for Graduate Students and EDUC-S 555: Diversity and the Community of All Learners) as part of the unit on special education law. During that unit, they participate in simulated IEP meetings in which the students take on the roles of IEP team members. The simulations are based on case studies of students with a variety of instructional and behavioral needs.

c. Effectively teach students who are limited English proficient.

In the EDUC-K 505: Introduction to Special Education for Graduate Students and EDUC-S 555: Diversity and the Community of All Learners courses, students learn about cultural and linguistic diversity of students with disabilities, and how this limited proficiency in English should not be mistaken for a disability. Students learn about disproportionality and the overrepresentation of students from culturally and linguistically diverse backgrounds who receive special education services. Students also learn about assessing students (in the classroom and for special education identification), they learn about how assessments have historically been biased for students from culturally and linguistically diverse backgrounds and how to identify assessments that have better reliability and validity with students who have are from those backgrounds. Furthermore, students learn about how students with limited English proficiency should be assessed in their native language when appropriate and when assessing these students, multiple sources of data should be used (e.g., from parents/caregivers, in and outside the classroom, in their native language and in English).

a. 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

IU's School of Education offers an alternative program that lead to initial licensure in special education. Through the Community of Teachers (CoT) program, teacher candidates earn special education licensure in secondary special education. The program integrates content knowledge, theories, philosophies, and practices associated with general and special education.

In the CoT program, teacher candidates develop knowledge and skills in special education through the integration of coursework and early field experiences in all methods course. For example, CoT teacher candidates take a course on individualized assessment and instruction that requires the completion of a curriculum-based measurement project. Similar field-based projects are required in assistive technology and emotional behavior disorders classes. CoT teacher candidates select a teacher-mentor in the field with whom they work throughout their professional course sequence.

CoT teacher candidates also complete field-based projects in their general education content courses. The application of special education strategies and skills in the delivery of academic instruction in multiple content areas provides a rich foundation to learn and apply effective instructional practices for students with disabilities. In addition, CoT students also learn and apply effective approaches to support the transition of students with disabilities to adulthood.

Another strength of the CoT program is the unique student teaching experiences. By the time they enter student teaching, CoT teacher candidates have been working with the same teacher-mentor for at least a year through early field experiences. When they enter student teaching, CoT teacher candidates are already familiar with the school, the classroom, and the student body. As a result, they can assume the role of the teacher earlier than candidates who enter their student teaching settings without that familiarity.

During student teaching, CoT teacher candidates must pass a teacher performance assessment, the edTPA. In special education, the candidate demonstrate competence by working with a focus learner over a semester to complete edTPA tasks including lesson planning, instruction (including video recording), and assessment. Each task also requires in-depth reflection on one's own practice. edTPA submissions are scored by independent raters who judge submissions based on established criteria. The edTPA serves as evidence that the candidate can teach students with disabilities competently.

CoT teacher candidates also participate in a range of professional development workshops on culturally responsive teaching practices, assistive technology, universal design for learning, and collaboration with other educational professionals and parents.

Through these experiences, course work, and professional development workshops students develop competence in the education of students with exceptional educational and behavioral challenges.

- 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.

CoT candidates learn about IDEA law and the IEP in multiple introductory and methods courses. They first learn about the content and structure of IEPs in the introductory course, Introduction to the Exceptional Learner (EDUC-K 505), which is a prerequisite to entering the CoT program. Every special education course that follows deepens and reinforces understanding of the IEP process. For example, in the introductory course on learning and language disorders, students learn how to develop measurable

goals. The subsequent methods course requires students to link specialized instruction with IEP goals. Similarly, the assessment course requires students to examine IEP goals of a focus student (in their early field or experiences) and conduct curriculum based measurement and/or functional behavior analysis that addresses one or more of those IEP goals.

During student teaching, TAL teacher candidates complete six essential collaboration experiences (ECEs). One of the ECEs requires the candidate to participate in IEP team meetings (e.g., annual review, initial, re-evaluation, manifestation determination). Successful completion of this ECE requires candidates to provide an analysis of their observations and experiences as an IEP meeting participant. They are also required to include specific information about collaboration with the parent(s) in their reflection by identifying what went well and what could be improved upon.

CoT teacher candidates must complete a portfolio of tasks. One of those tasks requires participation in IEP development and meetings. An in-depth reflection on that experience is also required.

As part of the edTPA, TAL and CoT teacher candidates are required to review the focus learner's IEP and implement required strategies and accommodations in their edTPA lessons. During this process, all students have support from their host teacher, student-teaching supervisor, TAL program directors, and the Office of Teacher Education.

c. Effectively teach students who are limited English proficient.

In the EDUC-K 505: Introduction to Special Education for Graduate Students and EDUC-S 555: Diversity and the Community of All Learners courses, students learn about cultural and linguistic diversity of students with disabilities, and how this limited proficiency in English should not be mistaken for a disability. Students learn about disproportionality and the overrepresentation of students from culturally and linguistically diverse backgrounds who receive special education services. Students also learn about assessing students (in the classroom and for special education identification), they learn about how assessments have historically been biased for students from culturally and linguistically diverse backgrounds and how to identify assessments that have better reliability and validity with students who have are from those backgrounds. Furthermore, students learn about how students with limited English proficiency should be assessed in their native language when appropriate and when assessing these students, multiple sources of data should be used (e.g., from parents/caregivers, in and outside the classroom, in their native language and in English).

In other special education classes, we discuss how students with limited English proficiency can receive testing accommodations (such as bilingual dictionaries, extended testing time, and individual administration of tests) and how these support their needs. We also discuss practices that support the needs of all learners, including those with limited English proficiency, such as developing oral and written language skills and providing direct and explicit instruction with immediate affirmative or corrective feedback. Students also learn about the importance of academic language for students with limited English proficiency (due to the fact that they develop academic language much later than conversational language) and how to teach academic vocabulary (i.e., words that are commonly used across disciplines, such as determine, interpret, analyze; and words that are discipline-specific, such as continent, quadrilateral).

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The alternative route program (Transition to Teaching) is designed to meet the state legislatively mandated requirements. In Indiana, this program is required to comply with specific admission criteria and credit hour limitations specified in approved legislation, 18 credit hours for secondary programs, 3 of which must be in reading.

In the summer of 2020, the Transition to Teaching program moved from an in-person instruction mode to hybrid. Embedded in school-based field experiences and student teaching, teacher candidates now complete most coursework online as they work in schools concurrently learning from school setting and online coursework.

Transitioning the T2T program from a fully residential program to a hybrid format will open access to students who are unable to enroll because of the current structure. Ultimately, this is a programmatic shift toward equity in that a hybrid program will allow those from underrepresented populations access to high quality teacher preparation through a pathway that is currently closed at Indiana University Bloomington.

Three motivations drive this shift:

- Improve access and equity to potential teacher population*
- Raise enrollment in teacher education*
- Increase diversity in the licensed teaching population*

The graduate teacher certification program (Community of Teachers) also offers an alternative to standard teacher education and licensing coursework. Rather than completing a specific slate of courses, candidates work to complete a portfolio of 16 competencies that are based on national standards set forth in the Interstate New Teacher Assessment Standards Consortium (INTASC). The program includes both professional education courses and subject area requirements. The seminar, with its accompanying field experience, is the cornerstone of the program. Through the seminar and field experience, candidates develop a portfolio through which they demonstrate their knowledge and experience.