

# Title II

## Higher Education Act

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Indiana University Kokomo  
Traditional Program  
2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** Indiana University Kokomo

**Institution/Program Type:** Traditional

**Academic Year:** 2011-12

**State:** Indiana

**Address:** 2300 South Washington Street

Kokomo, IN, 46904

**Contact Name:** Dr. Paul Paese

**Phone:** 765-455-9441 

**Email:** pcpaese@iuk.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

[\(http://www2.ed.gov/about/offices/list/oi/tqp/index.html\)](http://www2.ed.gov/about/offices/list/oi/tqp/index.html)

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

**Section I.a Program Information**

**List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.**

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education	No
<b>Total number of teacher preparation programs: 2</b>	

**Section I.b Admissions**

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

Junior year

**Does your initial teacher certification program conditionally admit students?**

No

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

www.iuk.edu

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

**Section I.b Undergraduate Requirements**

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**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.**

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No

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

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.08

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.27

### Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

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.**

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		

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

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2011-12**

### Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2011-12:	85
Unduplicated number of males enrolled in 2011-12:	25
Unduplicated number of females enrolled in 2011-12:	60

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	77

Two or more races:	0
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### Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	142
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	45

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

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	22
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3

Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	22

Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	19
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.f Program Completers

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

2011-12: 42

2010-11: 38

2009-10: 34



## Section II. 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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

**Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.**

**Academic year 2011-12**

**Did your program prepare teachers in mathematics in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

5

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

No

**Description of strategies used to achieve goal, if applicable:**

The School began a Bachelor's of Science degree in Secondary Education to license for mathematics instead of using only a post-baccalaureate system. This new degree program began in 2007. Since 2007, we have experienced an overall decline in the number of students enrolling in coursework leading to licensure in mathematics.

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

While we have not met our goal of 5 program completers, we continue to reach out to the IU Kokomo Math department to identify potential candidate. We continue to work with Mathematics faculty to assure that courses are offered in a timely manner, and where possible, arrange for students to enroll in Math courses at another IU campus.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

2

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

3

**Provide any additional comments, exceptions and explanations below:**

## Section II. Annual Goals - Science

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))**

**Information about teacher shortage areas can be found at**

**<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.**

**Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.**

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

4

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Beginning in 2007, the School began a BS degree in Secondary Education to license for science instead of using only the post-baccalaureate system. We have seen a modest increase in the number of students enrolling the Sciences, however, we have not met our goal.

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

We continue to work with Science faculty to assure that courses are offered in a timely manner, to effectively align curricula to standards, and provide a pathway to program completion in four-years.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

5

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

3

**Provide any additional comments, exceptions and explanations below:**

## Section II. 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 to state credential 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)(ii), §206(a))**

**Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.**

**Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.**

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

29

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Beginning spring 2012, we offered coursework leading to dual licensure in K-6 and Special Education: Mild Disabilities. Students are on target to complete their program in spring 2014.

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

20

**Provide any additional comments, exceptions and explanations below:**

Students are completing their first semester of coursework toward their K-6, Special Education: Mild Disabilities program.

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-14?**

20

**Provide any additional comments, exceptions and explanations below:**

We anticipate continued growth in this area.

**Section II. Annual Goals - LEP**

**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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

**Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.**

**Academic year 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

NA

**Description of strategies used to achieve goal, if applicable:**

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please certify that your institution is in compliance with the following assurances.**

**(§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

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

Yes

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

Yes

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

Yes

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

Yes

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

No

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

Yes

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

Yes

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

Beginning spring 2011, the School of Education entered into a partnership with 23-area school corporations. This consortium, Center for Educational Partnership, meets regularly to discuss educational issues in the North Central Indiana area. Input from corporation and school leaders attending CEP meetings identified a need for additional resources for K-12 educators – specifically for convenient, timely, targeted, and enduring teacher professional development workshops to enhance in-service teachers' instructional effectiveness. Corporation and school leaders requested information-rich workshops on urgent and/or compelling issues, such as the Indiana Department of Education mandate for the submission of revised teacher evaluation plans by July 2012. IU Kokomo representatives identified the need for on-going, specific K-12 partner feedback to inform IU Kokomo teacher preparation program curricular revisions and enhancements, as well as increased opportunities for situating faculty-directed projects in partner schools as a means of implementing and researching best and/or promising educational practices. Representatives of both K-12 and higher education expressed a need for more effective communication and articulation across K-12 and higher education to ensure that pre-service classroom and field teacher preparation experiences are of optimal quality.

In addition, the School of Education meets annually with our advisory board to keep a pulse upon the needs of the area educational community. To meet the needs of our community and service our pre-service teachers, we have added courses and field experiences in the following areas: exceptionalities, multicultural education, growing Hispanic populations, urban and rural settings and low SES schools.

### Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			

ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	6			
ETS0571 - EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	34	176	32	94
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	22	179	22	100
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	24	178	24	100
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	19	179	19	100
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			

ETS0061 - MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0439 - MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS0439 - MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0439 - MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0089 - MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS0089 - MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0089 - MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	81	181	81	100
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	41	182	41	100
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	34	182	34	100
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	33	181	33	100
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	80	180	80	100



ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	41	181	41	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	33	180	33	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	33	180	33	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	80	176	80	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	40	177	40	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	33	176	33	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	33	176	33	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	34	485	33	97
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	22	524	22	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	25	508	25	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	25	516	25	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	162	12	86
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
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### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	42	42	100
All program completers, 2010-11	38	38	100
All program completers, 2009-10	35	35	100

### Section IV. Low-Performing

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

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and**

**learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

In the School of Education, all initial candidates enroll in a course that focuses on introducing the students to educational technology. This course is located in our pre-professional courses so once the candidate reaches the teacher education program the professional courses require assignments that expect the candidate to effectively integrate technology into curricula and instruction.

The School's capstone course requires all candidates to individually carry out an action research project. Within this project initial candidates collect data, manage data, and analyze data using technology.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

In the School, all initial candidates enroll in the course K205 "Introduction to Exceptional Children" where candidates learn about students with disabilities and IEPs are discussed and analyzed. Each candidate also participates in field work in a special education setting where additional information can be accessed regarding students with disabilities and their IEPs.

Beginning spring 2013, all TEP candidates will take an additional Special Education course, which will focus on modifying the curricula to accommodate children who require differential instruction.

All TEP candidates are enrolled in a multicultural education course and do field work in a growing Hispanic community. We have reviewed all initial programs and have refocused M300 to begin to address the limited English proficiency of ENL students.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

No

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Spring 2012, IU Kokomo, School of Education initiated two new Special Education programs. One a BS in Secondary Education: Exceptional Learners Mild Intervention, and at the Elementary (K-6)level, a minor, leading to licensure in Mild Intervention. Both programs were approved by the IU Board of Trustees, and the first cohort will complete the program in spring 2014.

Courses include:

Language Learning Disorders

Emotional and Behavioral Disorders

Educating students with Learning Disorders

Team Approaches to Educating Students with Disabilities

Assistive Technology

Transition Across the Lifespan (Secondary)

Curriculum and Methods for Educating Mentally Retarded

Teaching the Exceptional Learner in Elementary/Secondary

Assessment

In addition, students are engaged in field-based, clinical experiences and complete a semester-long student teaching at the secondary level or for dual licensure at the elementary (K-6), 8-weeks.

## Section VII. Contextual Information

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

In Indiana, Rules for Educator Preparation and Accountability (REPA) replaced Rules 2002, for licensure, which necessitated changing the IU Kokomo School of Education TEP to align with new REPA requirements. The website <http://www.iuk.edu/academics/majors/education/index.shtml> provides up-to-date information for all programs.

## Supporting Files

Indiana University Kokomo

Traditional Program

2011-12

Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 12/31/2015)

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