

[VIEW TITLE II REPORTS](#)[SUBMIT REPORTS](#)[About Title II | Contacts](#)[Login](#)[Webinars](#)[Technical Assistance](#)[User Manuals](#)

Indiana University Kokomo
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Indiana University Kokomo
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Indiana

Address: 2300 South Washington Street

Kokomo, IN, 46904

Contact Name: Dr. Shirley Aamidor
Phone: 765-455-9296
Email: saamidor@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/oii/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 and Special Education	No
Elementary Education	No
Secondary Education: Social Studies - Economics	No
Secondary Education: Social Studies - Government and Citizenship	No
Secondary Education: Social Studies - Psychology	No
Secondary Education: Social Studies - Sociology	No
Secondary Education: Social Studies -Historical Perspectives	No
Secondary Education: English language Arts	No
Secondary Education: Fine Arts	No
Secondary Education: Mathematics	No
Secondary Education: Science - Chemistry	No
Secondary Education: Science - Earth Space Science	No
Secondary Education: Science - Physical Science	No
Secondary Education: Science - Physics	No
Secondary Education: Science -Life Science	No
Secondary Education: Special Education	No
Total number of teacher preparation programs: 16	

Section I.b Admissions

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 comments 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	Yes	Yes
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	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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 2015-16

2.8

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 2015-16

3.4

Please provide any additional comments about the information provided above:

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported

Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	64
Unduplicated number of males enrolled in 2015-16:	13
Unduplicated number of females enrolled in 2015-16:	51

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	1

White:	59
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	159
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	42
Number of students in supervised clinical experience during this academic year	25

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

The difference between program completers and students supervised in clinical experience reflects the fact that some students had additional coursework to complete over the summer and the fact that some students were not successful in student teaching. Additionally, students are not counted as program completers unless or until they complete the state mandated assessment (CORE).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	9
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	
Teacher Education - English/Language Arts	
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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 - Other Specify:	
-------------------------------	--

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	9
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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:

2015-16: 25

2014-15: 28

2013-14: 36

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

2

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

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. (**S205(a)(1)(A)(ii), S206(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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

0

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

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 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

2

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/oep/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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

15

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

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:

We did not reach our goals during this academic year. Students minoring in Special Education/Mild Intervention, are dual licensed in K-6 and Mild Intervention. The coursework requires a number of preprofessional courses, before being formally admitted to the Teacher Education Program, and before they take the state-mandated basic competency tests. Students who may wish to continue in education, and special education, in particular, may not pass the competency test and are not admitted to the TEP. We have begun to provide testing resources to all students and we are beginning to see some modest increases in the pass rates on the CASA (competency test), which will be reflected in next year's report.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

The coursework requires a number of preprofessional courses, before being formally admitted to the Teacher Education Program, and before they take the state-mandated basic competency tests. Students who may wish to continue in education, and special education, in particular, may not pass the competency test and are not admitted to the TEP. We have begun to provide testing resources to all students and we are beginning to see some modest increases in the pass rates on the CASA (competency test), which will be reflected in next year's report.

Academic year 2017-18**Will your program prepare teachers in special education in 2017-18?**

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The coursework requires a number of preprofessional courses, before being formally admitted to the Teacher Education Program, and before they take the state-mandated basic competency tests. Students who may wish to continue in education, and special education, in particular, may not pass the competency test and are not admitted to the TEP. We have begun to provide testing resources to all students and we are beginning to see some modest increases in the pass rates on the CASA (competency test), which will be reflected in next year's report.

Section II Annual Goals - Instruction of Limited English Proficient Students

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/po/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 2015-16**Did your program prepare teachers in instruction of limited English proficient students in 2015-16?**

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?**

Data not reported

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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, which now comprises a total of 29-school corporations continues to meet three times a year to discuss educational issues in the North Central Indiana area and provide speakers for the Indiana Department of Education.

In addition, the School of Education meets annually with our advisory board to stay apprised of 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: exceptional, multicultural education, growing Hispanic populations, urban and rural settings and low SES schools.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017-EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	178	12	100
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	24	175	24	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	181	12	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	24	179	24	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	167	12	100

5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	24	169	24	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	166	12	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	24	165	24	100
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	18	245	18	100
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	21	236	20	95
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	18	241	18	100
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	12	218	5	42
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	244	18	100
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1	8			

Evaluation Systems group of Pearson All program completers, 2014-15				
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	15	225	11	73
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	18	238	18	100
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	8			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	12	224	9	75
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	18	247	18	100
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	8			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	11	225	7	64
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	18	233	18	100
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	8			

5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	3			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	7			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	6			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	2			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	3			
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
007-P-12 EDUCATION	1			

Evaluation Systems group of Pearson All program completers, 2015-16				
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
044-SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			

006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	4			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	2			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	3			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	25	25	100
All program completers, 2014-15	28	24	86
All program completers, 2013-14	34	34	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

Beginning 2016, CAEP will be accrediting agency.

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 Use of 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. once the candidate is admitted to the TEP, (Teacher Education Program), the professional courses require assignments that expect the candidate to effectively integrate technology into curricula and instruction.

In addition, as part of their field experience school assignments, students work with one-to-one schools where they integrate technology to differentiate the instruction and meet the individual needs of all learners.

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.

All TEP candidates take an additional Special Education course, which focuses on modifying the curricula to accommodate children who require differentiated 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.

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 completed 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.

The State of Indiana has made multiple changes in the exams required for teacher licensure during the time frame of this reporting period. Elementary Generalists and Secondary Social Studies were the areas of licensure that were most affected. In May 2010, the Indiana State Board of Education (ISBOE) adopted and the Indiana Department of Education (IDOE) implemented a new teacher licensing program named REPA to replace the former program named Rules 2002. On January 4, 2012 the ISBOE began the process of changing the teacher licensing program a second time under the guidance of Indiana Superintendent of Public Instruction, Dr. Tony Bennett, to REPA II. All of the exam changes were part of this process. On December 5, 2012 the ISBOE approved the change from the required ETS 0300 and 0011/5011 exams for Elementary licensure and voted to replace it with the ETS 5031 exam, which included four sub tests (5032, 5033, 5034, and 5035). During 2013, there was a transition period in which students seeking licensure could take either the former ETS 0300 and 0011/5011 or the ETS 5031 exams. This accounts for the multiple exams that appear for the 2012-2013 and 2013-2014 reporting periods. The ETS 0300 and 0011/5011 exams were retired on July 31, 2013. However, any students who had passed these exams prior to July 31, 2013 were grandfathered in for licensure purposes under the direction of the ISBOE and the IDOE. On January 5, 2013 the ISBOE and IDOE changed the required exams for licensure in Secondary Social Studies from ETS 0081/5081 (which was a comprehensive exam) to individual exams for each of the social studies. Attached are sample program planning guides for the IU Kokomo School of Education. Students in Secondary Education with a minor in Special Education must also complete 24-credit hours in Core Academic Subject area.

Supporting Files

Complete Report Card

AY 2015-16

