

Title II

Higher Education Act

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Indiana University Kokomo
Alternative, IHE-based Program
2011-12

Print Report Card

Institution Information

Name of Institution: Indiana University Kokomo

Institution/Program Type: Alternative, IHE-based


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/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 alternative, ihe-based 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? |
|--|---|
| Post-baccalaureate Elementary | No |
| Post-baccalaureate Secondary | No |
| Total number of teacher preparation programs: 2 | |

Section I.b Admissions

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

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?
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.

| 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.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?

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 Postgraduate level.

| Element | Required for Entry | Required for Exit |
|--|--------------------|-------------------|
| Transcript | Yes | 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 | Yes | No |

| | | |
|---|-----|-----|
| Minimum SAT score | Yes | No |
| Minimum basic skills test score | Yes | No |
| Subject area/academic content test or other subject matter verification | Yes | Yes |
| Recommendation(s) | No | No |
| Essay or personal statement | Yes | 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

3.4

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

3.43

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: | 5 |
| Unduplicated number of males enrolled in 2011-12: | 1 |
| Unduplicated number of females enrolled in 2011-12: | 4 |

| 2011-12 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 0 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 5 |

| | |
|--------------------|---|
| Two or more races: | 0 |
|--------------------|---|

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 | 120 |
| 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 | 0.3 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 0.1 |
| Number of students in supervised clinical experience during this academic year | 3 |

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 | |
| 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 | |

| | |
|--|---|
| 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 | 2 |
| 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 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 | |
| | |

| | |
|--|---|
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 2 |
| 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 | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 2 |
| 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: 2

2010-11: 7

2009-10: 9

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?

No

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

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

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 mathematics in 2012-13?

No

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

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?

No

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

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

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 science in 2012-13?

Yes

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

2

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?

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/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?

No

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

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

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 special education in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

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?

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.

NA

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 22-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.

Additionally, 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

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------|-------------------|----------------------|---------------|
| ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| | | | | |

| | | | | |
|---|---|--|--|--|
| ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | |
| ETS0571 - EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11 | 5 | | | |
| ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10 | 2 | | | |
| ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 2 | | | |
| ETS0439 - MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0089 - MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11 | 5 | | | |

| | | | | |
|---|---|--|--|--|
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10 | 6 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11 | 5 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10 | 6 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11 | 5 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10 | 6 | | | |
| ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11 | 5 | | | |
| ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 2 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 2 | | | |

Section III. Summary Rates

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---------------------|----------------------|---------------|
| All program completers, 2011-12 | 2 | | |
| All program completers, 2010-11 | 7 | | |
| All program completers, 2009-10 | 8 | | |
| All program completers, combined 3 academic years | 17 | 17 | 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.

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 are enrolled in an additional Special Education course, which focuses on modifying the curricula to accommodate children who require differential instruction.

Although all of our candidates are enrolled in a multicultural education course and do field work in a growing Hispanic community, the School feels as though we are deficient in providing our candidates with the experience teaching students who are limited English proficient. 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**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

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.

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
Alternative, IHE-based Program
2011-12

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Title II, Higher Education Act
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