

Institution Information

Name of Institution: Anderson University  
Institution/Program Type: Traditional  
Academic Year: 2013-14  
State: Indiana

Address: 1100 E 5th Street

Anderson, IN, 46012

Contact Name: Mrs. Shelly Weston  
Phone: 765-641-4399  
Email: sdweston@anderson.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
------------------------------	-----------------------------------

	<b>Member?</b>
Career/Technical Education: English Learners (P-12)	No
Exceptional Needs: Mild Intervention (P-12)	No
Fine Arts: Instrumental and General Music (P-12)	No
Fine Arts: Vocal and General Music (P-12)	No
Generalist: Early and Middle Childhood (K-6)	No
Generalist: Early Childhood (P-3)	No
Health Education (P-12)	No
Language Arts (including speech communications) (5-12)	No
Mathematics (5-12)	No
Middle School Generalist: Language Arts (5-9)	No
Middle School Generalist: Mathematics (5-9)	No
Physical Education (P-12)	No
Sciences: Chemistry (5-12)	No
Sciences: Life Sciences (5-12)	No
Sciences: Physics (5-12)	No
Social Studies: Economics (5-12)	No
Social Studies: Government and Citizenship (5-12)	No
Social Studies: Historical Perspectives (5-12)	No
Social Studies: Psychology (5-12)	No
Social Studies: Sociology (5-12)	No
World Language: French (5-12)	No
World Language: French (P-12)	No
World Language: Spanish (5-12)	No
World Language: Spanish (P-12)	No
<b>Total number of teacher preparation programs: 24</b>	

#### Section I.b Admissions

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

<http://www.anderson.edu/soe/>

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

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.56

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.7

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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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 2013-14:	65
Unduplicated number of males enrolled in 2013-14:	10
Unduplicated number of females enrolled in 2013-14:	55
<b>2013-14</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	1
White:	61
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	228
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	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	14

Number of students in supervised clinical experience during this academic year	100
--	-----

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 2013-14. 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))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	20
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	19
Teacher Education - Multiple Levels	7
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	1
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	5
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	13
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	1
Teacher Education - Speech	



Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
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 2013-14. 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))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	20
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	19
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
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	5
Teacher Education - Physical Education and Coaching	2
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:

2013-14: 39

2012-13: 52

2011-12: 49

#### 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/oep/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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

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. ([§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 science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2013-14?

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 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

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 2013-14

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

Yes

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

5

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

5

Provide any additional comments, exceptions and explanations below:



Academic year 2015-16

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

Yes

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

9

Provide any additional comments, exceptions and explanations below:

## 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/oep/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 2013-14

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

Yes

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

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

2

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.

Yes

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:

The program's most successful strategies for meeting the above assurances are the following:

Required dual license in elementary education and special education or English as a New Language; Year-long student teaching strongly recommended; education faculty collaborate with schools on a weekly basis; faculty present professional development opportunities to area schools.

The program works closely with area superintendents, principals, and school corporation administration to respond to needs addressed by these constituents in sessions provided by the department. In each session the question is asked, "What do our graduates need to know and be able to do to provide your corporation with exceptional teachers?" This information forms the basis for revision each summer of our program. Our Year-long student teaching option with its embedded presence of faculty for 1-2 full days a week in the schools also provides rich information to our program for essential training of our teacher candidates.

Students in our program are strongly encouraged to add a dual license in special education and/or ENL. The program prepares teacher candidates to effectively teach all students across the general education, special education, and ENL programs. The educational needs of all diverse learners are included in the curriculum for every course. Teacher candidates are provided information and opportunities to practice designing instruction based on universal design for learning (UDL), as well as current brain research on how children learn. Most importantly, teacher candidates

receive extensive experience in all areas of licensure preparing them to work effectively with all students.

All students in our program learn specific strategies for working with English learners in the mainstream elementary or secondary content classroom through the integration of required skills and proficiencies throughout the program. Students develop cultural sensitivities and strategies for developing culturally responsive classrooms (TESL 2420). This begins with a specifically designed course (TESL 3500) where they develop both theoretical and experiential understandings of language acquisition and its impact on content learning. They learn how to adapt instruction, materials and assessment for students with varying levels of English proficiency and how to respond to different stages of cultural integration. During their clinical experience, emphasis is placed on implementing strategies for sheltered instruction and the SIOP Model (Sheltered Instruction Observation Protocol) is used to prepare and evaluate lessons in the content area classroom.

Strategies to meet the needs to effectively teach children of low income, rural, and urban settings are embedded throughout the program. Students are encouraged and provided opportunities to address the needs of all children inclusive of age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. Students are required to take Introduction to Mild Disabilities (SPED 2400) and Exploring Multicultural Classrooms: Understanding the Culturally and Linguistically Diverse Student (TESL 2420) to develop the appropriate knowledge and skills related to teaching all students in an ever-increasing diverse classroom. Students are assessed in the area of understanding differences and creating learning opportunities adapted to diverse learners. Additionally, we require a sociology course to provide reflective analysis of biases related to race and ethnicities.

Students in the program must also demonstrate professional dispositions related to fairness and the belief that all can learn. Integrated within the proficiencies expected of candidates are the dispositions or the values, attitudes, and commitments of the developing professional educator. The following dispositions are clearly articulated and assessed within the program: (1) supports rigorous and relevant learning for all students (2) is committed to a positive classroom environment; (3) values integrity and accepts and respects differences.

The program continues to seek out and maintain strong partnerships with elementary and secondary schools whose populations consist of various ethnic and cultural groups, and lower socioeconomic student backgrounds.

### Section III Assessment Pass 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>
0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0133 -ART CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2011-12				
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	10	180	9	90
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	8			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	13	173	10	77
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	182	20	100
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	13	178	13	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	184	20	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	13	166	10	77
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	173	20	100

5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	13	165	11	85
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	172	20	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	244	14	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	7			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson	7			

Other enrolled students				
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	7			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	6			
0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson	2			

Other enrolled students				
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	1			
0049.1 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	3			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	4			
0089.1 -MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS)	1			



All program completers, 2012-13				
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			

0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	19	535	19	100
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	20	516	20	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	11	247	11	100
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	1			

0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			

#### Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2013-14	39	39	100
All program completers, 2012-13	48	47	98
All program completers, 2011-12	46	46	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

Higher Learning Commission

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.

The program systematically ensures that candidates use technology through three areas: embedding it in the design and delivery of planning for instruction; to collect data to inform instruction; and to analyze pre and post assessment to document student achievement.

The program is built on the InTASC Principles with the Teacher Work Sample (TWS) as the culminating requirement in student teaching. The TWS, which is a performance-based narrative written by teacher candidates and requires them to focus teaching on standards-based instruction and P-12 student achievement of state and local content standards. Teacher candidates in the program learn to use assessment to analyze student learning needs and the effectiveness of their instruction for all students. Using technology, teacher candidates collect data, analyze and reflect on that data to assess how much learning occurred for each student in the classroom. They reflect on their instructional performance as a teacher and link their performance to student learning results. The TWS provides teacher candidates with systematic approach in how to plan, implement, and evaluate teaching performance and identify future actions for improved practice and professional growth.

The university made a commitment to the School of Education by purchasing the Tk20 data management system (Tk20) in 2012. Tk20 has enabled the unit to provide a more consistent approach to unit assessment and operations. The implementation of Tk20 has enhanced the ability of each professor to collect and analyze data to improve their courses, allow teacher candidates to participate in the assessment process to a greater degree, and the unit to have an

organized system for data collection and analysis. University Clinical Educators and University Supervisors are using the system for observation and evaluation of student teachers. Student teachers are required to upload their TWS into Tk20 to be assessed by their University Supervisor.

## 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  
Yes

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.

The SOE prepares teacher candidates to effectively teach all students across the general education, special education, and ENL programs. The educational needs of diverse learners are included in every course. In particular, general education teacher candidates are provided information, strategies, and application activities in SPED 2400. In this class, specific information concerning disabling conditions is provided, as well as a variety of strategies for differentiating instruction and providing accommodations. Teacher candidates are provided information and opportunities to practice designing instruction based on universal design for learning (UDL). Activities of the class include lecture, online presentations and research, class presentations, role plays, and onsite visits. Students also interview both special education teachers and parents of students with disabilities.

In SPED 2500: Technology for the Diverse Learner, teacher candidates are provided information to develop the skills they need to successfully integrate technology throughout their professional practice. The ability to customize learning activities for all students, including those with exceptionalities, is the hallmark of differentiated instruction.

Teacher candidates assist special education teachers in participating in collaborative team meetings, sitting in on actual IEP meetings, taking over classes for extended periods of time prior to student teaching, and to developing and conducting an annual IEP meeting while student

teaching. Collaboration of all who work with students with disabilities is a significant component of the class. The roles and responsibilities of each person on the individualized education program team are emphasized. Activities include parent/school personnel presentations, role plays, observations, and interviews.

All teacher candidates in our program learn specific strategies for working with English learners in the mainstream elementary or secondary content classrooms. This begins with a specifically designed course (TESL 2420) where they develop both theoretical and experiential understandings of language acquisition and its impact on content learning. Instructors in the ENL program provide assistance and strategies to professors within the general education courses (TESL 3500).

Teacher candidates are offered the opportunity to student teach for an entire academic year. This affords them extensive experience in all licensing areas; preparing them to work effectively with all 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  
Yes

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.

The SOE prepares teacher candidates to effectively teach all students across the general education, special education, and ENL programs. The educational needs of students with disabilities are included in every class. Teacher candidates who are preparing to teach students with disabilities take a series of classes that prepare them to become effective teachers. These include:

- SPED 2400 Introduction to Mild Disabilities
- SPED 2500 Assistive Technology
- SPED 3000 Classroom Instruction for Mild Disabilities

- SPED 3120 Special Education Assessment
- EDUC 4120 Classroom management of Exceptional Students
- SPED 4200 Legal Issues in Special Education

All class content and activities are based in the Council for Exceptional Children Professional Practice Standards. Knowledge and skills from each of the ten standards is addressed as appropriate in each class. Activities of the class include lecture, online presentations and research, class presentations, role plays, and onsite visits. Teacher candidates assist special education teachers, moving on to planning and conducting individual lessons, participating in collaborative team meetings, sitting in on IEP meetings, taking over classes for extended periods of time prior to student teaching, and to developing and conducting an annual IEP meeting while student teaching.

Increasingly, class activities are taking place outside the university classroom. In addition to the activities listed above for individual teacher candidates, classes are occurring in school or community settings. For example, SPED 3000, Instructional Methods met with parents at an Indiana Down Syndrome Society meeting to talk about what parents need from special education teachers, observed grade level collaboration meetings at a local elementary school, and visited a school system that has redesigned all instruction around the UDL concepts. Class activities and reflections were based around each experience.

Special education teacher candidates are offered the opportunity to student teach for an entire academic year. This affords students extensive experience in both general and special education; preparing them to work effectively with all students.

## 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.

All AU pre-service teachers are required to retake Praxis/Indiana CORE exams until they have attained a passing score. Two students were left off of the Data Collection Worksheet. One student has a Math, Biology, and Chemistry major, while the other student has an Art and Special Education major. Their pass rates are attached in a file below.