Indiana University Bloomington

HOME | TRADITIONAL REPORT AY 2020-21 ▼ | ALT IHE-BASED REPORT AY 2020-21 ▼

IN

Indiana University Bloomington
Traditional Report AY 2020-21
Indiana

0% COMPLETE
STATUS: IN PROGRESS

Section I: Program Information

List of Programs

CIP Code	Teacher Preparation Programs	UG,PG or Both
13.121	Early Childhood Education	UG
13.1202	Elementary Education	UG
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG
13.1	Special Education (TAL & CoT)	UG
13.1302	Teacher Education - Art	UG
13.1322	Teacher Education - Biology	UG
13.1323	Teacher Education - Chemistry	UG
13.1321	Teacher Education - Computer Educator	UG
13.1324	Teacher Education - Drama and Dance (Theatre)	UG
13.1337	Teacher Education - Earth Science	UG
13.14	Teacher Education - English as a Second Language	UG
13.1305	Teacher Education - English/Language Arts	UG
13.1306	Teacher Education - Foreign Language (Chinese, French, German, Japanese, Latin, Russian, Spanish)	UG
13.1307	Teacher Education - Health	UG
13.1328	Teacher Education - History	UG
13.1311	Teacher Education - Mathematics	UG
13.1312	Teacher Education – Music (Instrumental & Vocal)	UG
13.1314	Teacher Education - Physical Education	UG
13.1329	Teacher Education - Physics	UG
13.1315	Teacher Education - Reading	UG
Other	Teacher Education - Government	UG
Other	Teacher Education - Journalism	

Total number of teacher preparation programs: 29

Program Requirements

Undergraduate Requirements

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

    If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher

1

preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	Y	Y
Fingerprint check	N	N
Background check	N	N
Minimum number of courses/credits/semester hours completed	Y	Y
Minimum GPA	Y	Y
Minimum GPA in content area coursework	Y	Y
Minimum GPA in professional education coursework	Y	Y
Minimum ACT score	N	N
Minimum SAT score	N	N
Minimum basic skills test score	N	N
Subject area/academic content test or other subject matter verification	N	N
Recommendation(s)	N	N
Essay or personal statement	N	N
Interview	N	N
Other Specify:	N	N

What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
2.5

What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
2.5

Supervised Clinical Experience

Are there programs with student teaching models?   ⦿ Yes   ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	150
Number of clock hours required for student teaching	600

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

All Programs	2019-2020	2020-2021
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	15	26
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	32	6

2

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	487	385
Number of students in supervised clinical experience during this academic year	897	750

Enrollment and Program Completers

2020-21 Total	2019-2020	2020-2021
Total Number of Individuals Enrolled	897	750
Subset of Program Completers	267	242

Gender	Total Enrolled		Subset of Program Completers	
	2019-2020	2020-2021	2019-2020	2020-2021
Male	184	159	42	54
Female	713	591	225	188
Non-Binary/Other	0	0	0	0
No Gender Reported	0	0	0	0

Race/Ethnicity	Total Enrolled		Subset of Program Completers	
	2019-2020	2020-2021	2019-2020	2020-2021
American Indian or Alaska Native	9	7	3	2
Asian	42	28	16	8
Black or African American	29	31	8	10
Hispanic/Latino of any race	42	38	10	13
Native Hawaiian or Other Pacific Islander	2	1	0	1
White	700	543	226	166
Two or more races	0	0	0	0
No Race/Ethnicity Reported	73	102	4	42

Teachers Prepared
Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
		2019-2020	2020-2021
13.10	Teacher Education - Special Education (COT=2; TAL=31)	45	33
13.1202	Teacher Education - Elementary Education (Elem=84; TAL=31)	150	115
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	103	68
13.1210	Teacher Education - Early Childhood Education	14	10
13.1302	Teacher Education - Art	4	5
13.1305	Teacher Education - English/Language Arts	22	21
13.1306	Teacher Education - Foreign Language (Fr=1; Rus=1, Chin=1; Span=6)	8	9
13.1307	Teacher Education - Health	2	3
13.1311	Teacher Education - Mathematics	14	14

CIP Code	Academic Major		2019-2020	2020-2021
13.1312	Teacher Education - Music		17	28
13.1314	Teacher Education - Physical Education and Coaching		6	5
13.1315	Teacher Education - Reading		15	19
13.1318	Teacher Education - Social Studies		25	29
13.1322	Teacher Education - Biology		2	5
13.1323	Teacher Education - Chemistry		1	2
13.1324	Teacher Education - Drama and Dance		2	1
13.1328	Teacher Education - History		24	29
13.1329	Teacher Education - Physics			
13.1337	Teacher Education - Earth Science		1	
13.14	Teacher Education - English as a Second Language		13	11
13.99	2019-2020 Education - Other Specify: Computer Educator = 14 Government = 9 Geography = 6 Journalism = 1 Psychology = 6 Sociology = 5	2020-2021 Education – Other Specify: Computer Educator = 6 Government = 20 Geography = 3 Journalism = 0 Psychology = 5 Sociology = 2	39	36

Teachers Prepared by Academic Major

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

CIP Code	Academic Major	Number Prepared	
		2019-2020	2020-2021
13.10	Teacher Education - Special Education	45	33
13.1202	Teacher Education - Elementary Education	105	115
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	103	68
13.1210	Teacher Education - Early Childhood Education	14	10
13.1302	Teacher Education - Art	4	5
13.1307	Teacher Education - Health	2	3
13.1312	Teacher Education - Music	17	28
13.1314	Teacher Education - Physical Education and Coaching	6	5
23	English Language/Literature	1	0
26	Biological and Biomedical Sciences	1	0
27	Mathematics and Statistics	1	0
50	Visual and Performing Arts	2	0
Other	Foreign Language (Chinese)	0	1

Program Assurances

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

⦿ Yes ○ No

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

⦿ Yes ◌ No

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

⦿ Yes ◌ No ◌ Program does not prepare special education teachers

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

⦿ Yes ◌ No

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

⦿ Yes ◌ No

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

⦿ Yes ◌ No

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

⦿ Yes ◌ No

Describe your institution's most successful strategies in meeting the assurances listed above:
   Ongoing efforts to provide diverse field experience and student teaching experiences, along with active promotion of student teaching experiences in the Global Gateway for Teachers Programs which allows student to complete their student teaching overseas.

Section II: Annual Goals
Annual Goals: Mathematics
Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?
   ⦿ Yes ◌ No

2. Describe your goal.
   Admit 6 students

3. Did your program meet the goal?
   ⦿ Yes ◌ No

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.
   ⦿ Yes ○ No

8. Describe your goal.
   Admit 6 students

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.
   ⦿ Yes ○ No

10. Describe your goal.
    Admit 6 students

Annual Goals: Science

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

1. Did your program prepare teachers in science in 2020-21?
   ⦿ Yes ○ No

2. Describe your goal.
   Admit 5 students

3. Did your program meet the goal?
   ⦿ Yes ○ No

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

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

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

Review Current Year's Goal (2021-22)

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

6

8. Describe your goal.
   Admit 5 students

Set Next Year's Goal (2022-23)

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

10. Describe your goal.
    Admit 5 students

Annual Goals: Special Education
Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?
   ⊙ Yes ○ No

2. Describe your goal.
   Admit 25 students

3. Did your program meet the goal?
   ⊙ Yes ○ No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal.
   Admit 25 students

Set Next Year's Goal (2022-23)

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

10. Describe your goal.
    Admit 25 students

Annual Goals: Instruction of Limited English Proficient Students
Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in limited English Proficient students in 2020-21?
    ◉ Yes   ○ No

2. Describe your goal.
    Admit 15 students

3. Did your program meet the goal?
    ◉ Yes   ○ No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal.
    Admit 15 students

Set Next Year's Goal (2022-23)

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

10. Describe your goal.
    Admit 15 students

Section III: Program Pass Rates

Summary Pass Rates

Group	Number Taking Test	Number Passing Tests	Pass Rate (%)
All program Completers, 2020-2021	209	188	90
All program Completers, 2019-2020	209	189	90
All program Completers, 2018-2019	232	214	92

Section IV: Low-Performing

Is your teacher preparation program currently approved or accredited?

◉ Yes

○ No

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

☑ State

☑ CAEP

☐ AAQEP

☑ Other specify: Higher Learning Commission

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

○ Yes

◉ No

Section V: Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

   Does your program prepare teachers to:

integrate technology effectively into curricula and instruction	◉ Yes	○ No
use technology effectively to collect data to improve teaching and learning	◉ Yes	○ No
use technology effectively to manage data to improve teaching and learning	◉ Yes	○ No
use technology effectively to analyze data to improve teaching and learning	◉ Yes	○ No

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

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

All candidates complete a stand-alone educational technology course. The course is designed to provide the candidate with knowledge, skills and experience that will enable them to integrate technology effectively and appropriately in the classroom and beyond. Candidates actively participate in the design of lessons that incorporate technology to personalize and deepen learning. Candidates co sider emerging technologies and computer science instruction, information literacy and digital citizenship, and use of technology to support professional development.

Course Goals:
1. *Candidates will develop a deep understanding of the affordances of technology for teaching and learning, both for educators and for students.*
2. *Candidates will be able to articulate various technology integration models, and will understand pedagogical considerations of both classroom tech integration and teaching/learning in virtual environments.*
3. *Candidates will analyze the strengths and weaknesses of various technologies and be equipped to make appropriate selections for instructional purposes*
4. *Candidates will learn to design high impact online lessons.*
5. *Candidates will build an ePortfolio to document learning and connect with others.*
6. *Candidates will become adept at the use of various technology resources to support their own learning, and will heighten their own personal software/hardware technology skills.*
7. *Candidates will share knowledge and collaborate with fellow candidates unsing online portals.*
8. *Candidates will know methods of, and know how to find, technology-rich resources related to their subject areas.*

Section VI: Teacher Training

1. Provide a description of the activities that prepare general education teachers to:
   a. Teach students with disabilities effectively

      All elementary general education teacher candidates are required to take the Teaching Exceptional Learners course (EDUC-K 305). Early Childhood Educations candidates take two special education courses (EDUC-K305: Teaching the Exceptional Learner in the Elementary School and EDUC-K308: Teaching Young Children with Special Needs). Secondary general education are required to take EDUC-K 306: Teaching Students with Special Needs in Secondary Classrooms. Students in these courses learn special education law and policy (i.e., the pillars of IDEA), multicultural education, characteristics of a wide range of disabilities, multi-tiered systems of support for academics (RTI) and behavior (PBIS), differentiation of instruction, universal design for learning, teaching strategies, and classroom and behavior management. They also learn the importance of the role of families and how to work effectively with parents and other caregivers.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

> *General education teacher candidates learn about the individualized education program (IEP) in the Teaching Exceptional Learners courses (EDUC K 305 and EDUC-K 306) as part of the unit on special education law. During that unit, they participate in simulated IEP meetings in which the students take on the roles of IEP team members. The simulations are based on case studies of students with a variety of instructional and behavioral needs.*

c. Effectively teach students who are limited English proficient.

> *In the Introduction to Exceptional Children course (EDUC-K305 and EDUC-K 306), students learn about cultural and linguistic diversity of students with disabilities, and how this limited proficiency in English should not be mistaken for a disability. Students learn about disproportionality and the overrepresentation of students from culturally and linguistically diverse backgrounds who receive special education services. Students also earn about assessing students (in the classroom and for special education identification), they learn about how assessments have historically been biased for students from culturally and linguistically diverse backgrounds and how to identify assessments that have better reliability and validity with students who have are from those backgrounds. Furthermore, students learn about how students with limited English proficiency should be assessed in their native language when appropriate and when assessing these students, multiple sources of data should be used (e.g., from parents/caregivers, in and outside the classroom, in their native language and in English).*

a. Does your program prepare special education teachers? ⦿ Yes ○ No
   If yes, provide a description of the activities that prepare special education teachers to:
   a. Teach students with disabilities effectively

> *IU's School of Education offers two undergraduate programs that lead to initial licensure in special education. The Teaching All Learners (TAL) program prepares teacher candidates for licensure in elementary general and special education. Through the Community of Teachers (CoT) program, teacher candidates earn special education licensure in secondary special education. Each CoT teacher candidate also develops expertise in a content area (e.g., English, math, science). CoT also offers a path to dual licensure in secondary content and special education. Both programs integrate content knowledge, theories, philosophies, and practices associated with general and special education*

> *In the TAL and CoT programs, teacher candidates develop knowledge and skills in special education through the integration of coursework and early field experiences in all methods course. For example, TAL and CoT teacher candidates take a course on individualized assessment and instruction that requires the completion of a curriculum-based measurement project. Similar field-based projects are required in assistive technology and emotional behavior disorders classes. In the TAL program, this is accomplished through the urban education early field experience and student teaching.*

CoT teacher candidates select a teacher-mentor in the field with whom they work throughout their professional course sequence.

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

Another strength of the TAL and CoT programs are unique student teaching experiences. By the time they enter student teaching, CoT teacher candidates have been working with the same teacher-mentor for at least a year through early field experiences. When they enter student teaching, CoT teacher candidates are already familiar with the school, the classroom, and the student body. As a result, they can assume the role of the teacher earlier than candidates who enter their student teaching settings without that familiarity. In the TAL program, teacher candidates complete a year of student teaching, one semester in special education and one in general education. These student teaching experiences create the opportunity to apply the knowledge and skills learned over a longer period of time and in greater depth.

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

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

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

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

TAL and CoT candidates learn about IDEA law and the IEP in multiple introductory and methods courses. They first learn about the content and structure of IEPs in the introductory course, Introduction to the Exceptional Learner (EDUC-K 205), which is a prerequisite to entering the TAL and CoT programs. Every special education course that follows deepens and reinforces understanding of the IEP process. For example, in the introductory course on learning and language disorders, students learn how to develop measurable goals. The subsequent methods course requires students to link specialized instruction with IEP goals. Similarly, the assessment

course requires students to examine IEP goals of a focus student (in their early field or experiences) and conduct curriculum based measurement and/or functional behavior analysis that addresses one or more of those IEP goals.

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

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

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

c. Effectively teach students who are limited English proficient.

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

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

Contextual Information

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

Like many states and higher education institutions, Indiana and Indiana University specifically has experienced difficulties in attracting college students to the teaching profession and retaining them. Factors like low salaries, less parental influence encouraging students to pursue the field, working conditions and testing mandates have resulted in precipitous declines in the number of college students pursuing a career in teaching. Research by the Center for American Progress (https://www.americanprogress.org/article/make-declining-enrollment-teacher-preparation-programs/) found that enrollment in teacher education preparation programs declined by more than 50% in Indiana since 2010.

To help reverse this trend, Indiana University-Bloomington (IUB) is taking a multi-step approach to try to increase interest and retention in the teaching profession.
1. *Prioritize strategies that increase diversity in the teacher pipeline.*
2. *Provide more academic and social support to undergraduate education candidates.*
3. *Encourage candidates to enroll in education programs no later than the end of the second year of college.*
4. *Promote policies that encourage qualified candidates to transfer from two-year to four-year universities and enter education programs.*

The 2020-2021 academic year was unlike any other. After Indiana University's closure during the spring of 2020 due to the COVID-19 pandemic, school reopened in the fall using combinations of in-person, hybrid and remote learning models. Teacher candidates had to adapt to unexpected conditions, learning and teaching in unprecedented ways, using synchronous and asynchronous instruction.

Candidates were provided the same content regardless of instruction modality (i.e., distance learning, hybrid or in-person instruction). The conflicting demands and the level of rigor and challenging assignments were not adapted based on candidates' ability levels or access to digital devices.

The School of Education focused on 5 key areas during COVID for teacher education candidates.
1. *A emphasis on practice*
2. *Mentoring and coaching*
3. *Providing a coherent vision of teaching*
4. *Integration of coursework and clinical experiences*
5. *Partnerships with school corporations*