

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Higher Education Preparation Specialist

DATE: July 21, 2017

SUBJECT: Extending State Accreditation for Indiana University - Kokomo

The Accreditation Council of the Council for Accreditation of Educator Preparation (CAEP) recently granted the School of Education at Indiana University Kokomo initial accreditation for seven years with areas for improvement (AFIs). This decision was based on the results of the Fall 2016 on-site visit and provides for seven years initial CAEP accreditation.

The IDOE would like to congratulate the faculty, staff, and administration at Indiana University Kokomo for their hard work and dedication to our future educators.

SBOE action needed: As provided in 511 IAC 13-1-1, the IDOE requests the State Board of Education recognize the decision of CAEP and approve continued state accreditation status for the School of Education at Indiana University Kokomo. The next on-site visit will be in Fall 2023.

Educator Preparation Program (EPP) Addendum
Indiana University Kokomo
www.iuk.edu

Part I. Summary Information

Address	2300 South Washington Street Kokomo, IN 46904-9003
Control Type	Public
Institutional Type	Coed, State/Regional Research Institution, Udenominational, North Central Association of Colleges and Schools
Institutional Leadership	Dr. Susan Sciame-Giesecke, Chancellor
School of Education Leadership	Dr. Shirley Aamidor, Interim Dean
Licensure Program Type	Initial and Advanced
Most Recent CAEP Visit	CAEP – 9/18/2016 – 9/20/2016 NCATE – 9/19/2009 – 9/23/2009

Part II. Fall 2016 CAEP Visit

All CAEP Standards Met (initial programs, no advanced offered)

Strengths noted by the onsite team:

- Teacher candidates are placed in partnership schools early and often.
- Multiple school settings available for placements and overall program has a very strong relationship with local school districts and community.
- Institutional leadership is very supportive of the school and seeks to provide additional resources wherever possible.

Areas for Improvement (AFI):

- The provider lacks a comprehensive assessment system to inform continuous program improvement and strategic evaluation. The rationale for this AFI is based on current data generated from the assessment system is not being applied to ensure continuous improvement.

Note: AFIs are less “serious” under CAEP as under NCATE and indicate areas where the program can do better. However, AFIs that are not corrected before the next onsite review will become “stipulations.” A stipulation must be corrected within two years after the next onsite visit in order for the program to retain accreditation.

[Redacted text]

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

Part III. Approved Programs and National Recognition Status

<u>Approved Programs</u>
Early Childhood Education**
Elementary Education* (ACEI)
Exceptional Needs: Mild Intervention* (CEC)
Fine Arts: Visual Arts***
Language Arts**
Mathematics**
Science**:
Chemistry**
Earth/Space Science**
Life Science**
Physical Science**
Physics**
Social Studies* (NCSS):
Economics*
Government and Citizenship*
Historical Perspectives*
Psychology*
Sociology*
Change to Education (Secondary Alternative Route)***
*Nationally Recognized by the appropriate Specialized Professional Association (SPA)
• Association for Childhood Education International (ACEI)
• Council for Exceptional Children (CEC)
• National Council for the Social Studies (NCSS)
**Programs with low-enrollment or inactive are not required to submit a SPA report. Low-enrollment defined by CAEP as a “licensure area program that has under 10 candidates over three cycles of data reported” (http://caepnet.org/accreditation/caep-accreditation/program-review-options/programs-to-be-submitted-for-spa-review).
***Program area without a national SPA area and, if active and with sufficient enrollment, reviewed by the IDOE review team prior to the CAEP onsite visit.

Part IV. Title II Report Program Data - Indiana University Kokomo

(Academic Year defined as “a period of 12 consecutive months, starting September 1 and ending August 31.” <https://title2.ed.gov/Public/Manuals.aspx>. Data resource: <https://title2.ed.gov/Public/Report/StateHome.aspx>.)

Note: The Transition to Teaching (Secondary “Change to Education”) option is the only alternative route at IUK.

Number enrolled	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative
	2015-2016	2015-2016	2014-2015	2014-2015	2013-2014	2013-2014
Total number of students enrolled	64	15	55	28	45	18
Unduplicated number of males enrolled	13	5	8	12	5	9
Unduplicated number of females enrolled	51	10	47	16	40	9

Program Completers	Traditional	Alternative
2015-2016	25	11
2014-2015	28	6
2013-2014	36	4
2012-2013	58	4
2011-2012	42	2

Number Prepared by Content Area

(Program completers are often prepared for more than one content area. Therefore, the number prepared may exceed the number of “completers” during an academic year. 2015-2016 data not yet available.)

2012-2013		2013-2014		2014-2015	
Elementary	40	Elementary	26	Elementary Ed.	19
Historical Perspectives	24	Ex. Needs: Mild Int.	9	Ex. Needs: Mild Int.	10
Government/Citizenship	20	Historical Perspectives	5	Language Arts	5
Economics	16	Government/Citizenship	4	Historical Perspectives	3
Language Arts	15	Sociology	3	Government/Citizenship	2
Psychology	8	Language Arts	2		
Sociology	8	Psychology	2		
Economics	4	Life Science	1		
Life Science	2	Mathematics	2		
Visual Arts	2	Visual Arts	1		
Earth/Space Science	2	Chemistry	1		
Ex. Needs: Mild Int.	1				

Overall Pass Rates (IUK and State) on Assessments Required for an Initial Teaching License

(Includes Indiana CORE and any remaining ETS/Praxis Scores. 2015-2106 data not yet available.)

2012-2013	2013-2014	2014-2015
98% (IUK)	100% (IUK)	81% (IUK)
93% (statewide)	90% (statewide)	79% (statewide)

Copy of recent Title II Reports included.

Part V. Pass Rates (Indiana CORE)

See Excel attachment: *IU Kokomo SBOE EPP Testing Addendum*

Part VI. Principal and Teacher Survey Data

(Both surveys required of IC 20-28-3-1; IC 20-28-11.5-9. Principals assess the quality of preparation for teachers licensed within the past two years. Teachers licensed within the past three years assess the quality of preparation received. Response rates for the principal survey are already significantly higher as compared to last year.)

Principal Survey Results

There were less than 10 responses for the principal survey and results not posted.

Teacher Survey Results

Name of Educator Preparation Program (EPP) recommending teachers for an initial license.....		Indiana University Kokomo			
1. Number employed Full Time (FT) and Part Time (PT)		FT (19); PT (0)			
2. Number not employed		0			
3. Number employed at Non-Indiana School		0			
4. Year teacher(s) hired by the school district in which first full year of teaching was completed (total per year).		2013(0); 2014(17); 2015(2)			
5. School district where currently employed		*			
6. School where currently employed.		*			
7. Content area(s) currently teaching		*			
8. Other Indiana schools where previously taught.		*			
9. Other content area(s) previously taught		*			
10. Type(s) of mentoring teachers received while in current teaching position (more than one could be selected).		(number responding "yes")			
A. School district paired me with a mentor teacher;		8			
B. School district did not pair me with a mentor teacher;		3			
C. School district did not pair me with a mentor teacher but I was able to work closely with an experienced teacher who served much like a mentor		8			
D. School district did not pair me with a mentor teacher and I did not work closely with another mentor teacher;		2			
E. College/university mentoring.		0			
11. Teachers asked to describe any other type of mentoring (formal or informal) you have received while teaching in current		*			
Teachers responded to each of the following.....		Number of Responses			
Knowledge Preparation		Strongly Disagree	Disagree	Agree	Strongly Agree
<i>My educator preparation program prepared me for:</i>		1	2	3	4
12. understanding how learners/students develop and grow.		1	0	10	8
13. meeting the content preparation and knowledge level expected of a beginning teacher.		1	1	7	10
14. adhering to the ethical requirements of the teaching profession.		1	0	7	11
15. adhering to the legal requirements of the teaching profession.		1	1	8	9
16. recognizing the importance of continued professional development.		1	0	10	8
Performance Preparation					
<i>My educator preparation program prepared me for:</i>					
17. providing appropriate and challenging learning experiences.		1	1	11	6
18. providing an inclusive learning environment.		1	1	10	7
19. providing a rigorous learning environment.		1	2	10	6
20. working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.		1	1	8	9
21. differentiating instruction to meet all students' learning needs.		1	1	10	7
22. working effectively with students with all exceptionalities.		1	2	10	6
23. developing quality assessments to test for student understanding of lessons.		1	1	9	8
24. analyzing student assessment data to improve classroom instruction.		1	2	9	7
25. using appropriate strategies to effectively manage learning environments.		1	1	9	8
26. integrating technological tools as appropriate to advance student learning.		1	1	8	9
Dispositional Preparation					
<i>My educator preparation program prepared me to recognize the importance of:</i>					
27. openly accepting suggestions/constructive feedback.		1	0	9	9
28. exhibiting ethical practice.		1	0	6	12
29. working effectively with other professionals.		1	0	8	10
<i>Continued....</i>					
30. working effectively with parents/guardians.		1	2	11	5
31. working effectively with school leaders.		1	1	9	8
32. working effectively within the school culture.		1	1	9	8
Overall Assessment					

33. Indicate your overall assessment of how well you were prepared to teach by your educator preparation program:	Poor	Fair	Good	Excellent
	1	2	7	9
	5.5%	10.5%	37%	47%
(State Total)	(7)	(63)	(559)	(974)
(State Average)	(<1%)	(3.9%)	(34.8%)	(60.7%)

Fine Arts-Instru. Music													
Fine Arts-Theatre Arts													
Fine Arts-Visual Arts	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
Fine Arts-Vocal Music													
Health													
High Ability													
Journalism													
<i>Mathematics (administered through 12/2014)</i>	<10			*				*			*		
<i>Mathematics (Test Time Increased 12/2014)</i>													
Mathematics (New Cut Score 06/2015)	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
<i>MS English Language Arts (administered through 06/2015)</i>	<10			*				*			*		
MS English Language Arts (New Cut Score 06/2015)			<10				*			*			*
<i>MS Mathematics (administered through 12/2014)</i>	<10			*				*			*		
<i>MS Mathematics (Test Time Increased 12/2014)</i>	<10			*				*			*		
MS Mathematics (New Cut Score 06/2015)	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
<i>MS Science (administered through 06/15)</i>	<10			*				*			*		
MS Science (New Cut Score 06/2015)	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
MS Social Studies		<10			*			*			*		*
* P-12 Education	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
Physical Education		<10	<10		*	*		*	*		*	*	*
Reading													
School Admin.-Building			<10				*			*			*
School Admin.-District													
School Counselor													
School Librarian		<10			*			*			*		*
Science-Chemistry	<10			*				*			*		*
Science-Earth/Space Sci			<10				*			*		*	*
<i>Science-Life Science (administered through 12/2015)</i>	<10			*				*			*		*
Science-Life Science (New Cut Score 12/2015)		<10	<10		*	*		*	*		*	*	*
<i>Science-Physical Science (administered through 06/15)</i>													
Science-Physical Science (New Cut Score 06/2015)		<10			*			*			*		*
<i>Science-Physics (administered through 12/2014)</i>				*				*			*		*
Science-Physics (Test Time Increased 12/2014)													
* Secondary Education	13	12	19	92%	100%	100%	246	251	248	92%	92%	94%	
SS- Sociology			<10			*				*		*	*
SS-Economics	<10		<10	*		*	*		*	*	*	*	*
SS-Geographical Perspec.	<10		<10	*		*	*		*	*	*	*	*
SS-Government/Citizenship	<10	<10	<10	*	*	*	*	*	*	*	*	*	*
SS-Historical Perspec.	<10	11	<10	*	73%	*	*	223	*	*	36%	*	*
SS-Psychology	<10		<10	*		*	*		*	*	*	*	*
World Languages-Chinese													
World Languages-French													
World Languages-German													
World Languages-Japanese													
World Languages-Latin													
World Languages-Spanish													

* denotes pedagogy tests