



#### 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.

<u>SBOE action needed</u>: 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, Undenominational,

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)

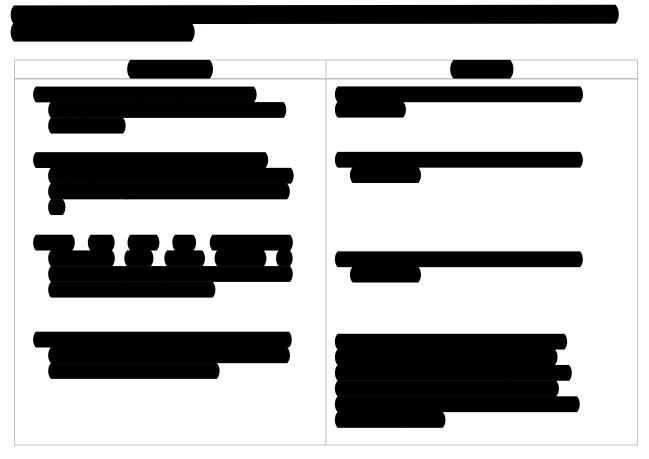
Strengths noted by the onsite team:

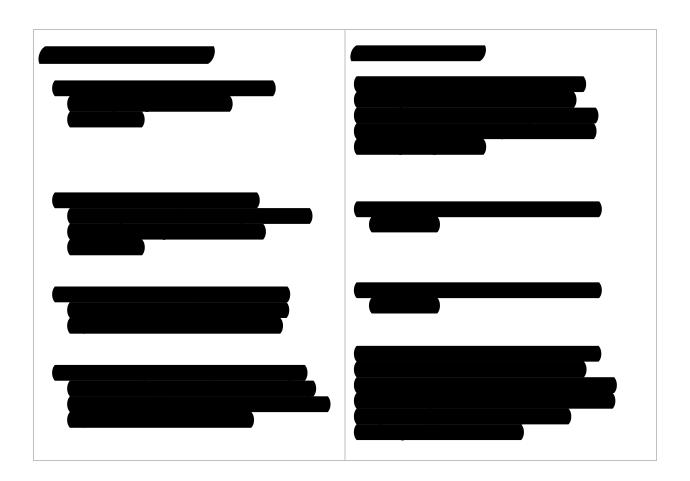
- Teacher candidates are placed in partnership schools early and often.
- Multiple school settings available for placements and overall program has a very strong relationship with local school districts and community.
- Institutional leadership is very supportive of the school and seeks to provide additional 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 <a href="two-years">two-years</a> after the next onsite visit in order for the program to retain accreditation.





#### Part III. Approved Programs and National Recognition Status

**Approved Programs** 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)

\*\*\*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.

<sup>\*\*</sup>Programs with low-enrollment or inactive are not required to submit a SPA report. Lowenrollment defined by CAEP as a "licensure area program that has under 10 candidates over three cycles of data reported" (<a href="http://caepnet.org/accreditation/caep-accreditation/program-review-options/programs-to-be-submitted-for-spa-review">http://caepnet.org/accreditation/caep-accreditation/program-review-options/programs-to-be-submitted-for-spa-review</a>).

#### 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." <a href="https://title2.ed.gov/Public/Manuals.aspx">https://title2.ed.gov/Public/Manuals.aspx</a>. Data resource: <a href="https://title2.ed.gov/Public/Report/StateHome.aspx">https://title2.ed.gov/Public/Report/StateHome.aspx</a>.)

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	la d	diana Universi	tu Vakama			
	inc	diana Universi				
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		2012	1/0). 201 4/1	7), 2015(2)		
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).		(num	ber respon	ding "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 Re	esponses	Chuamak		
<u>Knowledge Preparation</u>	Strongly Disagree	Disagree	Agree	Strongly Agree		
Muselington propagation program propagad me for	Disagree 1	2	3	Agree 4		
My educator preparation program prepared me for:	1	2 0				
<ol> <li>understanding how learners/students develop and grow.</li> <li>meeting the content preparation and knowledge level expected of a beginning teacher.</li> </ol>	1	1	7	10		
14. adhering to the ethical requirements of the teaching profession.	1	0		10		
15. adhering to the legal requirements of the teaching profession.	1	1	8	9		
	1	0		8		
16. recognizing the importance of continued professional development.	1	U	10	8		
Performance Preparation						
My educator preparation program prepared me for:						
providing appropriate and challenging learning experiences.	1	1	11	6		
providing appropriate and challenging learning experiences.      providing an inclusive learning environment.	1	1	10	7		
providing armicusive learning environment.  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		
20. Integrating technological cools as appropriate to advance student learning.	1	1	0	9		
Dispositional Preparation						
My educator preparation program prepared me to recognize the importance of:						
27. openly accepting suggestions/constructive feedback.	1	0	9	9		
28. exhibiting ethical practice.	1	0		12		
29. working effectively with other professionals.	1	0		10		
Continued	1	- ·	•	10		
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		
32. Working checarcity within the school culture.	1 1	1 1		0		
Overall Assessment						
Overali Assessitient						

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%)

## Indiana CORE Assessments for Educator Licensure Indiana University Kokomo

**Data for Initial Teacher Candidates by Test Field** 

#### Interpretive Cautions

Data in this table reflects candidates who self-reported that they had completed 3 years of college and their route to licensure is traditional; through an IDOE-approved educator preparation program

- --Extreme caution should be used in interpreting data for small numbers of examinees (fewer than 100 examinees).
- --The examinees for whom results are presented in this document may not reflect the same proportion
- of all the types and capabilities of examinees in the population who will take the tests in the future.
- --Reporting group designations are based on examinee responses to background questions during the registration process. For examinees who have taken the test more than once, the data are based on the examinee's most recent responses to the background questions.
- --The 2014-2015 program year contains administrations occurring 09/01/2014-08/31/2015
- --The 2015-2016 program year contains administrations occurring 09/01/2015-06/30/2016
- -- The 2016-2017 program year contains administrations occurring 09/01/2016-06/30/2017
- --# Takers & Mean Total Scaled Score are based on Best Attempt data within indicated program year.

--Passing scale score for all tests is 220

Passing scale score for all tests is 220	2014- 2015 # Takers	2015- 2016 # Takers	2016- 2017 # Takers	2014-2015 % Pass, Best Attempt	2015-2016 % Pass, Best Attempt	2016-2017 % Pass Best Attempt	2014-2015 Mean Total Scaled Score	2015-2016 Mean Total Scaled Score	2016-2017 Mean Total Scaled Score	2014-2015 % Pass, 1st Attempt	2015-2016 % Pass, 1st Attempt	2016-2017 % Pass, 1st Attempt
Business												
Computer Education												
CTEAgriculture												
CTEBusiness & Info Tech												
CTEFamily & Cons. Sci.												
CTEMarketing												
*Early Childhood Education		<10			*			*			*	
EC Gen-Sub 1: Read/ELA (administered through 12/15)												
EC Gen-Sub 1: Read/ELA (New Cut Score 12/2015)		<10	<10		*	*		*	*		*	*
EC Gen-Sub 2: Math (administered through 12/15)												
EC Gen-Sub 2: Math (New Cut Score 12/2015)			<10			*			*			*
EC Gen-Sub 3: Sci/Hlth/PE (administered through 12/15)												
EC Gen-Sub 3: Sci/Hlth/PE (New Cut Score 12/2015)			<10			*			*			*
EC Gen-Sub 4:SS/Fine Arts (administered through 12/15)	<10			*			*			*		
EC Gen-Sub 4:SS/Fine Arts (New Cut Score 12/2015)		<10	<10		*	*		*	*		*	*
EE Gen-Sub 1: Read/ELA (administered through 06/15)	<10			*			*			*		
EE Gen-Sub 1: Read/ELA (New Cut Score 06/2015)	<10	29	32	*	97%	66%	*	242	223	*	66%	36%
EE Gen-Sub 2: Math (administered through 06/15)	15			100%			238			8%		
EE Gen-Sub 2: Math (New Cut Score 06/2015)	<10	28	29	*	96%	62%	*	239	221	*	70%	39%
EE Gen-Sub 3: Sci/Hlth/PE (administered through 06/15)	<10			*			*			*		
EE Gen-Sub 3: Sci/Hlth/PE (New Cut Score 06/2015)	<10	28	28	*	100%	75%	*	245	227	*	80%	43%
EE Gen-Sub 4: SS/Fine Arts (administered through 06/15)	14			93%			235			0%		
EE Gen-Sub 4: SS/Fine Arts (New Cut Score 06/2015)	<10	28	27	*	93%	70%	*	235	224	*	71%	30%
* Elementary Education	20	27	23	90%	96%	74%	235	248	234	84%	96%	68%
EN-Blind/Low Vision												
EN-Deaf/Hard of Hearing												
EN-Intense Intervention												
EN-Mild Inter. Reading	<10	<10	<10	*	*	*	*	*	*	*	*	*
EN-Mild Intervention	10	17	11	100%	100%	100%	241	241	243	100%	82%	82%
Engineering & Tech Ed			<10			*			*			*
English Language Arts	<10	<10	10	*	*	90%	*	*	230	*	*	67%
English Learners (administered through 06/15)												
English Learners (New Cut Score 06/2015)												
Fine Arts-General Music												

	1	1			1	1		1	1		1	1
Fine Arts-Instru. Music												
Fine Arts-Theatre Arts												
Fine Arts-Visual Arts	<10	<10	<10	*	*	*	*	*	*	*	*	*
Fine Arts-Vocal Music												
Health												
High Ability												
Journalism												
Mathematics (administered through 12/2014)	<10			*			*			*		
Mathematics (Test Time Increased 12/2014)												
Mathematics (New Cut Score 06/2015)	<10	<10	<10	*	*	*	*	*	*	*	*	*
MS English Language Arts (administered through 06/2015)	<10			*			*			*		
MS English Language Arts (New Cut Score 06/2015)			<10			*			*			*
MS Mathematics (administered through 12/2014)	<10			*			*			*		
MS Mathematics (Test Time Increased 12/2014)	<10			*			*			*		
MS Mathematics (New Cut Score 06/2015)	<10	<10	<10	*	*	*	*	*	*	*	*	*
MS Science (administered through 06/15)	<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 AdminBuilding			<10			*			*			*
School AdminDistrict												
School Counselor												
School Librarian		<10			*			*			*	
Science-Chemistry	<10			*			*			*		
Science-Earth/Space Sci			<10			*			*		*	
Science-Life Science (administered through 12/2015)	<10			*			*			*		
Science-Life Science (New Cut Score 12/2015)		<10	<10		*	*		*	*		*	*
Science-Physical Science (administered through 06/15)												
Science-Physical Science (New Cut Score 06/2015)		<10			*			*			*	
Science-Physics (administered through 12/2014)												
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												
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<sup>\*</sup> denotes pedagogy tests