



**INDIANA  
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**Mike Braun, Governor**  
**Katie Jenner, Secretary of Education**

**Alternative Secondary Pathway Program Proposal Initial Feedback Form**

**Program Proposal:**

**Reviewer:**

**Date:**

Please refer to the “[New Alternative Secondary Licensure Pathway](#)” document while completing this form.

**Focus Area 1: High Impact Practices - Scoring Guide**

| 4 - Strong                                                                                                                                                                                           | 3 - Good                                                                                                                                                                                | 2 - Needs Improvement                                                                                                                                                                | 1 - Inadequate                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 1: High Impact Practices</b><br><b>Required Areas: Lesson Planning/Instructional Design/Instructional Activities/Integrating Learning Modalities/Developing Laboratory Experiments</b> |                                                                                                                                                                                         |                                                                                                                                                                                      |                                                                                                                                                                                 |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to plan and implement high impact practices within instructional planning and delivery.                  | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to plan and implement high impact practices within instructional planning and delivery. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to plan and implement high impact practices within instructional planning and delivery. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to plan and implement high impact practices within instructional planning and delivery. |

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| <b>Focus Area 1 - High Impact Practices</b><br><i>How well does the program prepare candidates to plan and implement high impact practices within instructional planning and delivery?</i> |                                                                                                                                                         |                   |
| <b>LESSON PLANNING</b>                                                                                                                                                                     |                                                                                                                                                         | <b>Rating</b>     |
| 1a                                                                                                                                                                                         | The program or plan of study prepares candidates to know and understand deeply the Indiana Academic Standards specific to secondary (5-12) instruction. | <b>Strong (4)</b> |



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|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1b                                                       | The program or plan of study prepares candidates to design instruction using measurable learning objectives based on content standards.                                                                                                | Strong (4)    |
| <b>INSTRUCTIONAL DESIGN</b>                              |                                                                                                                                                                                                                                        | <b>Rating</b> |
| 1c                                                       | The program or plan of study prepares candidates to include a variety of instructional strategies within their lessons that are designed to meet all learner needs.                                                                    | Strong (4)    |
| 1d                                                       | The program or plan of study prepares candidates to implement lessons designed to foster higher-level student thinking skills. (e.g., lessons that encourage curiosity, problem-solving, and challenge student thinking and learning). | Strong (4)    |
| <b>INSTRUCTIONAL ACTIVITIES</b>                          |                                                                                                                                                                                                                                        | <b>Rating</b> |
| 1e                                                       | The program or plan of study prepares candidates to design and implement a variety of instructional activities to foster student learning, thinking, and skill development.                                                            | Strong (4)    |
| 1f                                                       | The program or plan of study prepares candidates to design and implement a variety of instructional activities based upon the needs and abilities of all learners.                                                                     | Strong (4)    |
| <b>DEVELOPING LABORATORY EXPERIMENTS (if applicable)</b> |                                                                                                                                                                                                                                        | <b>Rating</b> |



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| 1g                                                        | The program or plan of study prepares candidates to design and implement laboratory experiments.                                                                               | Strong (4) |
| 1h                                                        | Laboratory experiences include inquiry-based experimentation and opportunities for students to design their own laboratory experiments through a scaffolding learning process. | Strong (4) |
| 1i                                                        | Candidates are prepared to ensure student safety and security as it relates to laboratory experiments, including the use/disposal of chemicals or other materials.             | Strong (4) |
| <b>FOCUS AREA 1: High Impact Practices Overall Rating</b> |                                                                                                                                                                                | Strong (4) |

**Comments:**



## Focus Area 2: Technology - Scoring Guide

| 4 - Strong                                                                                                                                                                                                                                                                           | 3 - Good                                                                                                                                                                                                                                                                                 | 2 - Needs Improvement                                                                                                                                                                                                                                                                 | 1 - Inadequate                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 2: Technology</b><br><b>Required Areas: Use of Digital Media/Learning Management Software/Use of Technology to Maximize Learning</b>                                                                                                                                   |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                  |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to effectively implement technological tools, including digital media and learning software, to plan and deliver instruction, and to assess student learning and instructional practice. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to effectively implement technological tools, including digital media and learning software, to plan and deliver instruction, and to assess student learning and instructional practice. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to effectively implement technological tools, including digital media and learning software, to plan and deliver instruction, and to assess student learning and instructional practice. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to effectively implement technological tools, including digital media and learning software, to plan and deliver instruction, and to assess student learning and instructional practice. |

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| <b>Focus Area 2 - Technology</b><br><i>Does the program prepare candidates to effectively implement technological tools, including digital media and learning software, to plan and deliver instruction, and to assess student learning and instructional practice?</i> |                                                                                                                         |                   |
| <b>USE OF DIGITAL MEDIA</b>                                                                                                                                                                                                                                             |                                                                                                                         | <b>Rating</b>     |
| 2a                                                                                                                                                                                                                                                                      | The program or plan of study prepares candidates to implement digital media within instructional planning and delivery. | <b>Strong (4)</b> |



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| 2b | The program or plan of study prepares candidates to utilize learning management software, such as Blackboard, Canvas, Google, etc.) for monitoring student assessment, progress, and learning needs. | Strong (4) |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

|                                                |            |
|------------------------------------------------|------------|
| <b>FOCUS AREA 2: Technology Overall Rating</b> | Strong (4) |
|------------------------------------------------|------------|

**Comments:**



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**Focus Area 3: Teaching (Developmental/Pedagogy) - Scoring Guide**

| 4 - Strong                                                                                                                                                                                       | 3 - Good                                                                                                                                                                    | 2 - Needs Improvement                                                                                                                                                    | 1 - Inadequate                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 3: Teaching (Developmental/Pedagogy)</b><br><b>Required Areas: Inductive and Deductive Reasoning/Metacognition/Program Framing/Interpreting Results/Data-Based Decision Making</b> |                                                                                                                                                                             |                                                                                                                                                                          |                                                                                                                                                                     |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to effectively teach a content area(s) within the secondary setting (5-12).                          | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to effectively teach a content area(s) within the secondary setting (5-12). | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to effectively teach a content area(s) within the secondary setting (5-12). | Coursework and training provide <b>no evidence</b> that the program prepares candidates to effectively teach a content area(s) within the secondary setting (5-12). |

| <b>Review Area 3 - Teaching (Developmental/Pedagogy)</b><br><i>Does the program prepare candidates to effectively teach a content area(s) within the secondary setting (5-12)?</i> |                                                                                                                                                                                                                |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>INDUCTIVE AND DEDUCTIVE REASONING</b>                                                                                                                                           |                                                                                                                                                                                                                | <b>Rating</b> |
| 3a                                                                                                                                                                                 | The program or plan of study shows evidence of preparing candidates for implementing both inductive and deductive reasoning as part of their instructional practice.                                           | Strong (4)    |
| <b>METACOGNITION</b>                                                                                                                                                               |                                                                                                                                                                                                                | <b>Rating</b> |
| 3b                                                                                                                                                                                 | The program or plan of study prepares candidates to foster student awareness of their own learning styles and can plan or develop a variety of instructional practices according to different learning styles. | Strong (4)    |



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| <b>PROBLEM FRAMING</b>                                                |                                                                                                                                                                                                                                                                                             | <b>Rating</b> |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 3c                                                                    | The program or plan of study prepares candidates to identify the purpose or focus of a subject or topic and foster student engagement and interest in resolving the “problem” through a variety of instruction methods, such as experimentation, project development, trial and error, etc. | Strong (4)    |
| <b>INTERPRETING RESULTS</b>                                           |                                                                                                                                                                                                                                                                                             | <b>Rating</b> |
| 3d                                                                    | The program or plan of study prepares candidates to assess instructional impact on student learning and to identify, define, and implement alternative methods of instruction to improve impact on student learning and growth.                                                             | Strong (4)    |
| <b>DATA-BASED DECISION MAKING</b>                                     |                                                                                                                                                                                                                                                                                             | <b>Rating</b> |
| 3e                                                                    | The program or plan of study prepares candidates to utilize data-driven instructional practice based upon student achievement and progress (or lack thereof).                                                                                                                               | Strong (4)    |
| <b>FOCUS AREA 3: Teaching (Developmental/Pedagogy) Overall Rating</b> |                                                                                                                                                                                                                                                                                             | Strong (4)    |

**Comments:**



**Focus Area 4: Evaluation of Student Learning - Scoring Guide**

| 4 - Strong                                                                                                                                                                                 | 3 - Good                                                                                                                      | 2 - Needs Improvement                                                                                                      | 1 - Inadequate                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 4: Evaluation of Student Learning</b><br><b>Required Areas: Use of Diagnostic Assessment/Use of Direct and Indirect Assessment/Use of Formative and Summative Assessment</b> |                                                                                                                               |                                                                                                                            |                                                                                                                       |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to evaluate student learning.                                                                  | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to evaluate student learning. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to evaluate student learning. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to evaluate student learning. |

| <b>Focus Area 4 - Evaluation of Student Learning</b><br><i>How well does the program prepare candidates to evaluate student learning?</i> |                                                                                                                                                                        |            |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| DIAGNOSTIC ASSESSMENT                                                                                                                     |                                                                                                                                                                        | Rating     |
| 4a                                                                                                                                        | The program or plan of study prepares candidates to provide ongoing and continuous monitoring of student learning to determine student status and instructional needs. | Strong (4) |
| 4b                                                                                                                                        | The program or plan of study prepares candidates to modify instruction based upon student progress and monitoring.                                                     | Strong (4) |
| USE OF DIRECT AND INDIRECT ASSESSMENT                                                                                                     |                                                                                                                                                                        | Rating     |



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|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 4c                                                                 | The program or plan of study prepares candidates to utilize formal and informal assessments to assess student growth and progress.    | Strong (4)        |
| 4d                                                                 | The program or plan of study prepares candidates to guide instruction using the results of direct and indirect assessments.           | Strong (4)        |
| <b>USE OF FORMATIVE AND SUMMATIVE ASSESSMENT</b>                   |                                                                                                                                       | <b>Rating</b>     |
| 4e                                                                 | The program or plan of study prepares candidates to utilize formative and summative assessments to gauge student growth and progress. | Strong (4)        |
| 4f                                                                 | The program or plan of study prepares candidates to guide instruction using the results of formative and summative assessments.       | Strong (4)        |
| <b>FOCUS AREA 4: Evaluation of Student Learning Overall Rating</b> |                                                                                                                                       | <b>Strong (4)</b> |

**Comments:**



**Focus Area 5: Feedback Loops - Scoring Guide**

| 4 - Strong                                                                                                                                                                 | 3 - Good                                                                                                                                                                       | 2 - Needs Improvement                                                                                                                                                       | 1 - Inadequate                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 5: Feedback Loops</b><br><b>Required Areas: Creating Feedback Loops</b>                                                                                      |                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                                                        |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to utilize feedback loops to further student achievement and enhance learning. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to utilize feedback loops to further student achievement and enhance learning. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to utilize feedback loops to further student achievement and enhance learning. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to utilize feedback loops to further student achievement and enhance learning. |

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| <b>Focus Area 5 - Feedback Loops</b><br><i>How well does the program prepare candidates to utilize feedback loops to further student achievement and enhance learning.</i> |                                                                            |                   |
| <b>CREATING FEEDBACK LOOPS</b>                                                                                                                                             |                                                                            | <b>Rating</b>     |
| 5a                                                                                                                                                                         | The program or plan of study prepares candidates to create feedback loops. | <b>Strong (4)</b> |

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| <b>FOCUS AREA 5: Feedback Loops Overall Rating</b> | <b>Strong (4)</b> |
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**Comments:**

**Focus Area 6: Student Engagement - Scoring Guide**

| 4 - Strong                                                                                                                                                                                               | 3 - Good                                                                                                                                                                                                     | 2 - Needs Improvement                                                                                                                                                                                     | 1 - Inadequate                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 6: Student Engagement</b><br><b>Required Areas: Fostering Engagement/Use of Peer-to-Peer Learning/Use of Other Small Group Strategies</b>                                                  |                                                                                                                                                                                                              |                                                                                                                                                                                                           |                                                                                                                                                                                                      |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to foster and utilize learning strategies designed to enhance student engagement, interaction, and learning. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to foster and utilize learning strategies designed to enhance student engagement, interaction, and learning. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to foster and utilize learning strategies designed to enhance student engagement, interaction, and learning. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to foster and utilize learning strategies designed to enhance student engagement, interaction, and learning. |

| <b>Focus Area 6 - Student Engagement</b><br><i>How well does the program prepare candidates to utilize feedback loops to further student achievement and enhance learning.</i> |                                                                                                                                                                                                                                                                                                                                                                                          |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Fostering Engagement                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          | Rating     |
| 6a                                                                                                                                                                             | The program or plan of study prepares candidates to encourage and develop classrooms that encourage student engagement, active participation in the learning process, including the development of lessons that promote student participation (as opposed to simple lecture and passive instructional methods) and inquiry-based experimentation through a scaffolding learning process. | Strong (4) |



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| Use of Peer-to-Peer Learning                           |                                                                                                                                                                                                                              | Rating     |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 6b                                                     | The program or plan of study prepares candidates to incorporate within lessons peer-to-peer learning opportunities.                                                                                                          | Strong (4) |
| Use of Other Small Group Strategies                    |                                                                                                                                                                                                                              | Rating     |
| 6c                                                     | The program or plan of study prepares candidates to incorporate within lessons opportunities to incorporate other small group strategies, such as partner work, group activities, project-based learning opportunities, etc. | Strong (4) |
| <b>FOCUS AREA 6: Student Engagement Overall Rating</b> |                                                                                                                                                                                                                              | Strong (4) |

**Comments:**



**Focus Area 7: Instructional Feedback and Classroom Management- Scoring Guide**

| 4 - Strong                                                                                                                                                                                 | 3 - Good                                                                                                                                                                                       | 2 - Needs Improvement                                                                                                                                                                       | 1 - Inadequate                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 7: Instructional Feedback and Classroom Management</b><br><b>Required Areas: Providing Constructive Feedback/Preventing Disruptive Behavior</b>                              |                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                                                                                        |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to provide constructive feedback and maintain a safe and disruptive-free learning environment. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to provide constructive feedback and maintain a safe and disruptive-free learning environment. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to provide constructive feedback and maintain a safe and disruptive-free learning environment. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to provide constructive feedback and maintain a safe and disruptive-free learning environment. |

| <b>Focus Area 7 - Instructional Feedback and Classroom Management</b><br><i>How well does the program prepare candidates to provide constructive feedback and maintain a safe and disruptive-free learning environment.</i> |                                                                                                                                       |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------|
| Providing Constructive Feedback                                                                                                                                                                                             |                                                                                                                                       | Rating     |
| 7a                                                                                                                                                                                                                          | The program or plan of study prepares candidates to provide positive and constructive instructional feedback to students and parents. | Strong (4) |
| Preventing Disruptive Behavior                                                                                                                                                                                              |                                                                                                                                       | Rating     |



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| 7b | The program or plan of study prepares candidates to implement constructive and positive classroom management techniques designed to ensure a safe and organized classroom free of disruptive behaviors. | Strong (4) |
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| <b>FOCUS AREA 7: Instructional Feedback and Classroom Management Overall Rating</b> | Strong (4) |
|-------------------------------------------------------------------------------------|------------|

**Comments:**



**Focus Area 8: Early Intervention and Prevention Strategies- Scoring Guide**

| 4 - Strong                                                                                                                                                                                                                                                                              | 3 - Good                                                                                                                                                                                                                                                                                    | 2 - Needs Improvement                                                                                                                                                                                                                                                                    | 1 - Inadequate                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 8: Early Intervention and Prevention Strategies</b><br><b>Required Areas: Early Intervention Strategies/Use of Professional Standards</b>                                                                                                                                 |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                     |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to implement early intervention strategies and utilize professional standards for professional content knowledge, pedagogical practice, and professional behaviors expected of an educator. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to implement early intervention strategies and utilize professional standards for professional content knowledge, pedagogical practice, and professional behaviors expected of an educator. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to implement early intervention strategies and utilize professional standards for professional content knowledge, pedagogical practice, and professional behaviors expected of an educator. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to implement early intervention strategies and utilize professional standards for professional content knowledge, pedagogical practice, and professional behaviors expected of an educator. |

| <b>Focus Area 8 - Early Intervention and Prevention Strategies</b><br><i>How well does the program prepare candidates to implement early intervention strategies and utilize professional standards for professional content knowledge, pedagogical practice, and professional behaviors expected of an educator.</i> |                                                                                                                                                                                                                                                          |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Early Intervention Strategies</b>                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          | <b>Rating</b>     |
| 8a                                                                                                                                                                                                                                                                                                                    | The program or plan of study prepares candidates to implement benchmarks and measures to ensure learning is monitored throughout the academic year and interventions are implemented at the appropriate time, thus ensuring student growth and learning. | <b>Strong (4)</b> |



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| Use of Professional Standards |                                                                                                                                                                                                       | Rating     |
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| 8b                            | The program or plan of study prepares candidates to utilize the Indiana Academic Standards appropriate for the content area and grade.                                                                | Strong (4) |
| 8c                            | The program or plan of study ensures candidates are aware of the content and pedagogical standards specific to their areas of licensure, including professional expectations articulated within each. | Strong (4) |

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| <b>FOCUS AREA 8: Early Intervention and Prevention Strategies Overall Rating</b> | <b>Strong (4)</b> |
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**Comments:**



**Focus Area 9: Exceptional Needs - Scoring Guide**

| 4 - Strong                                                                                                                       | 3 - Good                                                                                                                             | 2 - Needs Improvement                                                                                                             | 1 - Inadequate                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 9: Exceptional Needs</b><br><b>Required Areas: Teaching Students with Disabilities</b>                             |                                                                                                                                      |                                                                                                                                   |                                                                                                                              |
| Coursework and training provide <b>strong evidence</b> that the program prepares candidates to teach students with disabilities. | Coursework and training provide <b>sufficient evidence</b> that the program prepares candidates to teach students with disabilities. | Coursework and training provide <b>limited evidence</b> that the program prepares candidates to teach students with disabilities. | Coursework and training provide <b>no evidence</b> that the program prepares candidates to teach students with disabilities. |

| <b>Focus Area 9 - Exceptional Needs</b><br><i>How well does the program prepare candidates to teach students with disabilities?</i> |                                                                                                                                         |                   |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Teaching Students with Disabilities</b>                                                                                          |                                                                                                                                         | <b>Rating</b>     |
| 9a                                                                                                                                  | The program or plan of study prepares candidates to recognize individual learner needs, including exceptional learners.                 | <b>Strong (4)</b> |
| 9b                                                                                                                                  | The program or plan of study prepares candidates to plan and implement content instruction designed to meet the needs of every student. | <b>Strong (4)</b> |



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**FOCUS AREA 9: Exceptional Needs Overall Rating**

**Strong (4)**

**Comments:**

**Focus Area 10: Practicum Experience - Scoring Guide**

| 4 - Strong                                                                                                                                                                                                    | 3 - Good                                                                                                        | 2 - Needs Improvement                                                                                        | 1 - Inadequate                                                                                                 |
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| <b>FOCUS AREA 10: Practicum Experience</b><br><b>Required Areas: Candidates participate in one or more of the following: Job Shadowing/Field Experiences/Teaching Cooperatives/Full-Term Student Teaching</b> |                                                                                                                 |                                                                                                              |                                                                                                                |
| Coursework and training provide <b>strong evidence</b> that the program ensures candidates have experienced                                                                                                   | Coursework and training provide <b>sufficient evidence</b> that the program ensures candidates have experienced | Coursework and training provide <b>limited evidence</b> that the program ensures candidates have experienced | Coursework and training provide <b>no evidence</b> that the program ensures candidates have experienced one or |



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|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| one or more of the following: job shadowing, field experiences, teaching cooperatives, and/or full-term student teaching. | one or more of the following: job shadowing, field experiences, teaching cooperatives, and/or full-term student teaching. | one or more of the following: job shadowing, field experiences, teaching cooperatives, and/or full-term student teaching. | more of the following: job shadowing, field experiences, teaching cooperatives, and/or full-term student teaching. |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

**Focus Area 10 - Practicum Experience**

*How well does the program ensure candidates have experienced one or more of the following: job shadowing, field experiences, teaching cooperatives, and/or full-term student teaching.*

| Practicum Experience |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Rating            |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 10a                  | <p>The program or plan of study ensures candidates experience one or more of the following as defined by the Indiana Department of Education:</p> <ul style="list-style-type: none"> <li>At least 10-weeks of full-time instructional experience under the supervision of, or in a mentorship experience with, a secondary teacher in a secondary classroom. Options include: <ul style="list-style-type: none"> <li>Job shadowing - experience as part of a structured experience(s) where student or teacher candidates follow and assist a licensed educator to observe, instruct and participate in a secondary classroom setting.</li> <li>Field experiences - early field experiences as a student or teacher candidate that may have completed via education coursework or in classroom settings as an instructional assistant, substitute teacher, or other similar experience. Experience via a job shadowing experience will also be considered. Experience must be in a secondary setting.</li> <li>Teaching cooperatives - blending structured classroom instruction with paid, on-the-job employment training directly related to the student's chosen program area. At least 4,000 hours of non-teaching work experience in the content area is required for an initial Career and Technical Education (CTE) license. If adding a CTE area to a Professional Educator License (PEL) in another area, 1500 hours of non-teaching work experience is</li> </ul> </li> </ul> | <b>Strong (4)</b> |



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|  | <p>required.</p> <ul style="list-style-type: none"><li>○ Full-time student teaching - defined as a supervised teaching practice occurring near the end of an applicant's approved program (i.e. educator preparation program); 511 IAC 10.1-1-1, Sec. 1, (32). The experience must have occurred within a secondary setting with a minimum of ten (10) weeks of full-time student teaching with an effective teacher who holds a professional, proficient, practitioner, or accomplished practitioner license during the later stages of the program (511 IAC 15-1-2, Sec. 2, (2), (B), (i)).</li></ul> <p>Note: Candidates must meet or exceed the minimum time/duration as required of full-time student teaching, regardless of the option(s). Experience may be in one or more areas but must total 10 weeks, full-time, instructional experience at the appropriate grade setting (secondary) and with a supervisor, mentor, or partner.</p> |  |
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|-----------------------------------------------------------|-------------------|
| <b>FOCUS AREA 10: Practicum Experience Overall Rating</b> | <b>Strong (4)</b> |
|-----------------------------------------------------------|-------------------|

**Comments:**



**INDIANA  
DEPARTMENT of  
EDUCATION**

**Mike Braun, Governor  
Katie Jenner, Secretary of Education**

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**Concluding Comments**

|                                                                               |
|-------------------------------------------------------------------------------|
| Overall strengths:                                                            |
| Overall issues, concerns, weaknesses, areas for improvement, red flags, etc.: |
| Other comments:                                                               |

**Resources**

- 1.) The alternative secondary licensure pathway was established per Senate Enrolled Act 204 (2026); [IC 20-28-5-16.5](#).
- 2.) Interested candidates must meet the following criteria prior to licensure:
  - a.) Hold a bachelor's Degree with a grade point average of at least 2.5 on a 4.0 scale from an accredited postsecondary educational institution. Successfully completed at least nine (9) academic credits in courses that include instruction in each of the required areas and topics listed in the above rubric.
  - b.) Courses must be completed at a regionally accredited institution of higher education. Only college credit can be accepted.
  - c.) Applicants must successfully complete the appropriate content and secondary pedagogical assessments. All other training required for an initial license must also be successfully completed.

**5.4.2026**