INDIANA DEPARTMENT OF EDUCATION

Non-SPA/SPA Waiver Submission Form

Carefully review each of the following sections and submit responses and additional evidence or documents (Word documents, pdf materials, etc.) electronically to sbogan@doe.in.gov. **Enter the responses below and provide additional evidence as embedded hyperlinks or reference attachments for clarity.** An email message will be sent to the preparer verifying receipt of materials. If an email message is not received within 48 hours, then please call 317-232-9178.

COVER SHEET
- Name of Institution: **insert here**
- Date Submitted (MM/DD/YYYY): **insert here**
- Name of Program: **insert here**
- Website or link where program information is available to the public: **insert here**
- Program Type (initial, advanced, etc.): **insert here**
- Method of Delivery (online, onsite, hybrid, blended): **insert here**
- List any other site, if any, where program is offered: **insert here**
- Degree awarded upon completion: **insert here**
- Type/title of Indiana license received upon completion: **insert here**
- Grade setting (P-3, K-6, etc.): **insert here**
- Name of Preparer(s): **insert here**
  E-Mail: **insert here**
- CAEP Coordinator(s): **insert here**
  E-Mail: **insert here**
- Any applicable special cases (**"x" all that that apply)**:
  ___Redesigned program
  ___Low enrollment
  ___Add-on program
  ___Other extenuating circumstances
- Type of Report **(select)**:
  ___Initial Review
  ___Response to "Further Development Required" or "At Risk" status

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SECTION I - CONTEXT

1. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Additionally, programs should describe the process for identifying and training cooperating/mentor teachers (school-based faculty) and the training provided to all faculty charged with supervising candidates in the field.
   Insert text; insert hyperlink(s) and/or reference attachment(s) addressing this item here.

2. Please provide files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles and should also denote the required courses for all candidates. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
   Insert hyperlink(s) or reference attachment(s) addressing this item here.

3. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic or calendar year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Only programs leading to licensure or a teaching credential should be included. Data must also be reported separately for programs offered at multiple sites. Create additional tables as necessary.

Academic Year (September 1 to August 31)	Total Number of Candidates Enrolled in the Program	Subset of Program Completers

4. Faculty Information

Directions: Provide the information below for each EPP faculty member responsible for professional coursework, clinical supervision, or administration. Include any educator(s) directly involved in teaching the content area education portion of the licensure program. **Feel free to download and use this template or create your own. Insert hyperlink(s) or reference attachment(s) addressing this item here.**

   A. Faculty Member Name;
   B. Highest Degree Earned;
   C. Assignment or role of the faculty member (faculty, clinical supervisor, department chair, administrator, etc.);
   D. Faculty Rank (professor, assistant professor, adjunct professor, instructor, etc.);
   E. One example of professional work or leadership within the past three (3) years and related to the content area.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the **Content and Developmental/ Pedagogy Indiana Educator Standards**. All programs must provide a minimum of six assessments. If the state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. *See section IV for additional information related to submitting assessment evidence.*

1. Please provide the following assessment information.

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment *(e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio)*	When the Assessment is Administered *(e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program)*
Assessment #1: Licensure Assessments, State Assessments of Content and Pedagogy (required)			

Assessment #2: Content knowledge (required)			
Assessment #3: Candidate ability to plan instruction in the content area (required)			
Assessment #4: Assessment demonstrating candidate knowledge, skills, and dispositions are applied in practice (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses REPA Educator standards (required)			
Assessment #7: Additional assessment that addresses REPA Educator standards (optional)			
Assessment #8: Additional assessment that addresses REPA Educator standards (optional)			

SECTION III: RELATIONSHIP OF CURRICULUM AND ASSESSMENTS TO REPA 3 EDUCATOR STANDARDS

Provide a matrix or matrices showing alignment between the required educator standards and the curriculum and assessments for this program. For each **REPA 3 Educator Standard (Content and Developmental/ Pedagogy Indiana Educator Standards)** relevant to this program, identify the curriculum components and key assessment(s) in section II that address each standard. **References to the standards should be inserted into assessment instruments, scoring guides, and data tables.** One assessment may apply to multiple standards. At minimum, alignment should be demonstrated to each overall standard. You may demonstrate alignment at the component/element level for more detail. Feel free to use **this template** or create your own table(s).

Insert template(s)/table(s) as hyperlink(s) or reference attachment here.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the REPA 3 Educator Standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data

charts should be aligned with the REPA 3 Educator Standards (**[Content and Developmental/ Pedagogy Indiana Educator Standards](#)**). This means that the concepts in the REPA 3 Educator Standard elements should be apparent in the assessments and in the scoring guides/rubrics. Data tables should also be aligned with the standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 criteria [each relating to specific standard], then the data chart should report the data on each of the criteria rather than reporting a cumulative score.

For each assessment, the compiler should prepare one document that includes the following items:
a) A brief description of the assessment and its use in the program (one sentence may be sufficient);
b) The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
c) The scoring guide/rubric for the assessment;
d) Charts that provide a *minimum* of two (2) cycles of candidate data derived from the assessment; and
e) A brief analysis of the data findings.

Please note:
- Do not include candidate work or syllabi.
- Only items d and e are required for licensure assessments.
- **Areas with enrollments under ten (10) over three cycles can aggregate data and report one aggregated data point for the three cycles.**

For each assessment listed in Section II, provide assessment information as outlined in the directions for Section IV below. Please clearly label each assessment file, or reference the attachment containing the assessment documentation.

1. **Assessment #1: Licensure Assessment, State Assessments of Content and Pedagogy (Required)**
   If the state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test. Data charts should also include the number (n) of candidates assessed and the range of scores for each sub-score and composite score.
   Assessment #1 - Include hyperlink or reference attachment here:

2. **Assessment #2: Content knowledge (required)**
   Examples of assessments include comprehensive examinations, program-required course grades where course descriptions indicate a clear alignment to the standards. See CAEP's guidance on documenting course grades as an assessment here.
   Assessment #2 - Include hyperlink or reference attachment here:

3. **Assessment #3: Candidate ability to plan instruction (required)**
   Assessment that demonstrates candidates can effectively plan classroom-based instruction. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.
   Assessment #3 - Include hyperlink or reference attachment here:

4. **Assessment #4: Assessment demonstrating candidate knowledge, skills, and dispositions are applied in practice (required)**
   An assessment instrument used in student teaching or internship should be submitted.
   Assessment #4 - Include hyperlink or reference attachment here:

5. **Assessment #5: Candidate effect on student learning (required)**
   This assessment does not have to address every standard/element. Examples of assessments include those based on student work samples, portfolio tasks, and case studies.
   Assessment #5 - Include hyperlink or reference attachment here:

6. **Assessment #6: Additional assessment that addresses REPA standards (required)**
   Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, etc.
   Assessment #6 - Include hyperlink or reference attachment here:

7. **Assessment #7: Additional assessment that addresses REPA standards (optional)**
   Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, etc.
   Assessment #7 - Include hyperlink or reference attachment here:

8. **Assessment #8: Additional assessment that addresses REPA standards (optional)**
   Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, etc.
   Assessment #8 - Include hyperlink or reference attachment here:

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

   Insert text

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section.
   Insert text

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section.
   Insert text