

Title II

Higher Education Act

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Indiana University Purdue University Fort Wayne
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Indiana University Purdue University Fort Wayne
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Indiana

Address: 2101 East Coliseum Blvd

Fort Wayne, IN, 46805

Contact Name: Mr. James Beard
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	No	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA

Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g., Myers-Briggs Assessment)	No	NA
Other (specify: n/a)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.ipfw.edu/educ/>

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	1429
Unduplicated number of males enrolled in 2009-10:	431

Unduplicated number of females enrolled in 2009-10:	998
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2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	43
<i>Race</i>	
American Indian or Alaska Native:	7
Asian:	16
Black or African American:	45
Native Hawaiian or Other Pacific Islander:	0
White:	1288
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	209

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art Education	11
Elementary Early Childhood	4
Elementary Education	67
English Language Arts	15
Mathematics	7
Middle School Generalist Language Arts	1
Middle School Generalist Mathematics	13
Middle School Generalist Science	7
Middle School Generalist Social Studies	10

Music Education	3
Social Studies	8
Spanish	1
TOTAL	138

Subject area	Number prepared
Elementary Generalist	71
Fine Arts	14
Language Arts	15
Mathematics	7
Middle School Education	22
Social Studies	8
World Languages	1
TOTAL	138

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 138

2008-09: 157

2007-08: 143

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Create brochure promoting shortage areas.</p> <p>encourage students in elementary education who have minors in this</p>

	<p>content area to consider teaching at the secondary level.</p> <p>Meet with the Arts and Sciences faculty to develop strategies for increasing enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Create brochure promoting shortage areas.</p> <p>Encourage students in elementary education who have minors in this content area to consider teaching at the secondary level.</p> <p>Meet with the Arts and Sciences faculty to develop strategies for increasing enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 8</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Create brochure promoting shortage areas.</p> <p>Encourage students in elementary education to consider using special education as an elementary content minor.</p> <p>Meet with the Arts and Sciences faculty to develop strategies for increasing enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Create brochure promoting shortage areas.</p> <p>Encourage students in elementary education to consider using English as a New Language as an elementary content minor.</p> <p>Meet with the Arts and Sciences faculty to develop strategies for</p>

	<p>increasing enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

IPFW provides strong pedagogy in addressing the areas listed above. Our candidates are trained in courses that specifically address these topics. In addition, each of our candidates receive hundreds of hours in multiple field experiences (and multiple settings) and student teaching that prepares them for addressing the needs of a diverse population of students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				90	165
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	163	11	100	100	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	172
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				87	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	170
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2				75	162
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	4				100	645
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	8				100	648
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	8				100	654
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES -	1				100	171

CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09						
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	2				97	169
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	2				99	180
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	30	178	25	83	89	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	69	178	68	99	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	70	179	69	99	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	70	177	68	97	99	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				94	175
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	172	15	100	100	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13	171	13	100	100	177
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	155
ETS0061 -MATHEMATICS: CONTENT	7				97	156

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	159	11	100	99	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				98	157
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2					
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	1				100	172
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	4				100	175
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3				80	171
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	13	170	13	100	100	177
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	7				100	159
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	10	162	10	100	85	160
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	172

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				99	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	172
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	226	182	226	100	99	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	118	181	117	99	100	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	93	182	93	100	100	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	138	181	135	98	100	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	224	180	223	100	98	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	119	180	119	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	96	180	96	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	138	181	137	99	100	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	223	177	223	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	117	177	117	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	93	176	92	99	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	139	176	139	100	100	177
ETS0300 -READING SPECIALIST Educational Testing Service (ETS)	29	516	29	100	100	519

Other enrolled students						
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	74	515	74	100	100	522
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	81	514	81	100	100	520
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	79	520	79	100	100	526
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				95	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				100	166
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	20	166	19	95	99	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	16	170	16	100	100	168
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				95	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				99	175

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	140	138	99	98
All program completers, 2008-09	157	155	99	98
All program completers, 2007-08	143	140	98	99

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All of the school of education courses integrate technology into curriculum and instruction. Technology offers many tools to manage, collect, and analyze data. Teachers use spreadsheets, tables and graphs to organize and use data to make curricular and instructional decisions. In addition, many data and intervention programs are used for these purposes. A survey of programs like AIMSweb, Plato and NWEA give education students an overview of tracking data and analysis. Several of these programs have a variety of reports that show progress and growth measures.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

EDUC K201 and EDUC K206 (4 credit hours) provide characteristics of students with differing special needs, responsibilities of gen ed teacher with attending IEP case conferences and implementing accommodations in the general ed classroom.

IDEA and how it affects the requirements in the general ed classroom is also taught along with strategies for working with students with special needs in the gen ed classroom.

For teaching students who are limited English proficient, our program requires each teacher candidate to take a course (EDUC E341 Methods of Teaching Language Arts or EDUC X401 Critical Reading in the Content Area) which covers the theories and strategies for teaching ENL students. Included in these courses are textbooks that address literacy in multilingual classrooms and a variety of activities that educate our teacher candidates to assist ENL students in learning the English language.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our special education program is an add-on program to an existing teaching major. Therefore, each special education teaching candidate receives training in all three categories listed above through their general education training (see the description of how our program prepares general education teachers above).

Section VII. Contextual Information

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

The School of Education at IPFW does not use Academic Content Area (Praxis II) exams as a degree

requirement. Program completers are encouraged to take the test prior to graduation, but are not obligated to do so. Some Indiana institutions require passing scores on the Praxis II exams prior to graduation so that they can report a 100% pass rate.

Supporting Files

Indiana University Purdue University Fort Wayne
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