

# INDIANA TEACHERS

## TEACHER CERTIFICATION

*Developing the Educators of Tomorrow*

## **TRANSITION TO TEACHING PROGRAM**

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## **ELEMENTARY PROGRAM PROPOSAL**

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## Standard 1: Rationale

Indiana Teachers is a streamlined teacher preparation program designed to recruit outstanding candidates and offer the most effective route to the classroom. We seek to provide state of Indiana with highly qualified teachers in the licensure areas of Elementary Education (K-6), Secondary Education (5-12), and P-12 Education (P-12). We are committed to setting the benchmark in our industry for performance, customer value, and organizational responsibility. Our goal is to provide candidates with a thorough, affordable option of professional preparation while providing the state of Indiana with quality educators who are prepared and ready for the rigors of education in the 21st century. Indiana Teachers program is delivered in an asynchronous, fully online environment, allowing candidates to receive professional certification training at times that are convenient to the candidate and respectful of their personal responsibilities. Founded in 2005, we are committed to developing the highest quality educators who positively impact their school and community. Teachers of Tomorrow, the parent company of Indiana Teachers, is the leading alternative certification program (ACP) provider, having certified more than 6,000 hired teachers in 2015, and more than 35,000 hired teachers since inception.

Districts and schools have spoken with their actions, with 87% of districts increasing hiring of our candidates in the last 5 years. Through a flexible, standards-based program, we attract a large, diverse group of candidates and address the needs of the local education agencies. Our candidates, often career changers, remain in the teaching profession. As of the 2015-2016 school year, 68% of the educators certified in our Texas Teachers program have remained in the profession for 5 years or more since the time of completion.

With our mission for continual growth and improvement, we have engaged in the CAEP accreditation process, having submitted our Phase II application in January of 2017. We follow the CAEP standards for data collection and analysis, which ensures our company's ability to track and measure the success of our candidates in both short and long-term points of evaluation for the sake of continuous improvements. We believe in creating and sustaining a culture of evidence in order to best serve the local education agencies, teaching candidates, and students impacted by our certification program.

As a tenet of our company's culture, Indiana Teachers focuses on integrity, personal excellence, innovation, and service. We continually challenge ourselves to lead our industry by example through our own performance and through our dedication to hard work, accountability, and ethical responsibility to our customers, partners, and other stakeholders.

At Indiana Teachers, we are committed to helping our candidates achieve a successful and fulfilling teaching career. We provide continuous individualized service, support, and valuable guidance to ensure they have every opportunity to succeed. We partner with our candidates, hold ourselves accountable, and respect candidate's individual choices throughout the certification process.

We put our own success on the line – if we create a great partnership with schools and districts and continually provide them the talent they need, they will hire our teachers. We don't get paid unless our teachers get hired. The only way we know to ensure our teachers are hired is to consistently provide well-qualified teachers to districts – teachers in high demand subject areas who provide the diversity school districts need and create student success in their classrooms.

A collaborative study conducted by the University of Texas at Austin, Duke University, and Tulane University, funded by the Texas Education Agency, revealed that the student achievement of students taught by our certified educators is on par with students taught by University certified educators. Additionally, through exit surveys we conduct with principals and our candidates, we found that over 88%

of principals believe our candidates are well-prepared in classroom management skills, instructional practices, and teaching diverse populations by the end of their first year. For those not satisfied, we provide additional training and support tailored to the pedagogical needs of the candidate for a second or third year as requested by the principal or candidate.

## 1.1 Program Description

### I. Application and Acceptance

Indiana Teachers requires candidates pursuing admission to the program to provide evidence of the following:

- Minimum of 3.0 GPA or 2.5 with exemptions  
*Exemptions and all admission options are listed on the Indiana Department of Education Transition to Teaching webpage at <http://www.doe.in.gov/licensing/transition-teaching-permit>*
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with date conferred
- United States Citizen
- Completed application
- Interview with an Indiana Teachers representative
- Complete Indiana Teachers screening process
- Passing Score on the CASA tests or meet an approved alternative

Once a candidate applies, Indiana Teachers requires each candidate to have an interview of their background, experiences, and their interest, including their ability and passion for the teaching field. During this interview, we review the available alternative license areas and help them determine which of the content areas best meets their background, interests and goals in education.

Candidates must also successfully complete the Indiana Teachers screening instrument to evaluate educator dispositions. The Electronic Screening Tool is designed to measure qualities not easily assessed by transcripts or resumes. This includes professionalism, time-management, conflict resolution, and receptiveness to feedback, key components to being a successful teacher. A sample of the Electronic Screening Tool can be found in **Appendix F**.

Following successful completion of the application process and the submission of official transcripts to Indiana Teachers, candidates are offered admission to the program. The Enrollment Agreement may be found in **Appendix H**, and the formal Letter of Acceptance is found in **Appendix J**. The initial cost to the candidate for enrollment is \$295.00. Upon admission, all candidates will receive a Personalized Education Plan (**Appendix I**), a complete list of all requirements to be completed throughout the Indiana Teachers Program. Candidates then gain immediate access to the online program training courses and other program resources.

During the training, program participants receive ongoing and continuous support from Indiana Teachers advisory team, curriculum team and instructors. Candidates are able to begin working on 195 clock hours of pedagogy training, observation, assessments and projects prior to seeking employment. Once employed, they will receive a Letter of Eligibility (**Appendix K**) and may apply for the Transition to Teaching permit and begin working while completing an additional 165 clock hours for a total of 360 clock hours of training. Candidates are also encouraged, though not required to pass the content area proficiency exam during this time. Preparation coursework and practice tests are included for all accepted candidates.

During the internship year, program participants receive ongoing and continuous support from Indiana Teachers instructors, field supervisors, program advisors and curriculum support. Field supervisors, employed by Indiana Teachers, support the teacher's development through classroom observations and feedback, collaboration with campus administrators and the campus mentor.

Candidates must complete two full years of successful teaching, as evidenced by official evaluations of "Effective" or "Highly Effective" and be recommended by the campus administrator and Indiana Teachers to apply for licensure. Additionally, all training must be complete, as well as the achievement of passing scores on both the approved Indiana content exams and the pedagogy exams for the developmental levels for the license the candidate is seeking. An outline of the Program is on the following page and included as **Appendix E**.

The total cost of the Indiana Teachers program is \$4295.00. Candidates pay \$295.00 upon admission to the program, and the remaining \$4000.00 is paid through monthly installments over the course of their first year of employment.

## 1.2 Needs Assessment Data

[The U.S. Department of Education](#) identified the following areas in Indiana as having critical shortages: Mathematics, Science (All Areas), Bilingual Education, Technology Education, Business Education, Career and Technical Education, Business Services and Technology, World Languages, and Special Education. [U.S. Department of Education, Office of Post-Secondary Education, 2016] Local School Corporations list additional shortages in other areas as well.

Indiana Teachers actively recruits teachers to match the diversity of the student population in the state. We recruit in identified critical shortage areas, and recruit teacher candidates that match the current student population. To develop a deep understanding of the critical shortage areas, we ask our district partners to provide information relating to vacant positions. We then supply lists of eligible candidates meeting the district needs. We develop targeted advertising campaigns toward specific demographics to bring awareness of our program. We hold informational sessions in various areas of the state to actively recruit individuals that match the needs of the local schools, taking into consideration the differing needs of schools in rural areas versus suburban and metropolitan areas.

Indiana Teachers also has a payment structure designed to recruit candidates from diverse backgrounds and industries, regardless of financial circumstance. Candidates pay an initial down-payment, and are not required to pay any additional funds until they have secured employment. This is purposeful, and reflects the culture and mission of our company. We believe that removing financial barriers to candidates ensures a diverse pool of qualified applicants to school districts. Our training model is an asynchronous online program, allowing candidates to continue in their current job while completing training. The asynchronous online structure, and delayed payment schedule allows for a more diverse pool of qualified candidates who otherwise may not be able to afford a career change or invest in a traditional teacher certification program. With these recruitment efforts and strategies, we have the second highest population of diverse candidates in the nation at 46%, second only to Teach for America.

# Program Outline

- ▼ **ADMISSION**
  - Hold a Bachelor's Degree or higher from accredited institution
  - Official transcripts with degree conferred and a 3.0 GPA or 2.5 with exemptions. *Exemptions and all admission options are listed on the Indiana Department of Education Transition to Teaching webpage at <http://www.doe.in.gov/licensing/transition-teaching-permit>*
  - U.S. Citizen
  - Completed application to Indiana Teachers
  - Interview with Indiana Teachers personnel
  - Completed Indiana Teachers Screening Instrument
  - Achieve a passing score on the CASA assessments or meet an approved alternative

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- ▼ **UPON ADMISSION**
  - Receive Indiana Teachers Letter of Acceptance
  - Begin seeking employment
  - Receive ongoing and continual support from Indiana Teachers team of advisors
  - Automatic enrollment in Phase I: Classroom Readiness Training and Field Based Experience *80% or higher on all coursework*

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- ▼ **APPLY FOR TRANSITION TO TEACHING PERMIT**
  - Get hired by an Indiana School Corporation
  - Receive Letter of Eligibility issued by Indiana Teachers to present to the Indiana Department of Education (IDOE) along with application for the Transition to Teaching Permit
  - Complete and provide evidence of valid CPR/AED/Heimlich certification and Suicide Prevention Training Certificate along with application for the Transition to Teaching Permit to the IDOE
  - Continue Phase I: Classroom Readiness Training

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- ▼ **UPON EMPLOYMENT**
  - Automatic enrollment in Phase II: Excellence in Teaching and Learning
  - The first year of employment during the 2-year Indiana Teacher Residency Program will be known as the Internship Year. The Internship Year will be under the guidance of Indiana Teachers
  - Assignment of Field Supervisor who will collaborate with the Building Level Administrator for continuous support throughout Internship Year
  - Teach for two full academic school-years on the Transition to Teaching Permit, known as the Teacher Residency Program, with full salary and benefits

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- ▶ **CREDENTIAL FOR SUBMISSION FOR PRACTITIONER LICENSE**
  - Completion of all coursework, including Classroom Readiness Training, Excellence in Teaching and Learning, and the Internship Year
  - Achieve a passing score of 220 on all appropriate required content area and pedagogy assessments(s)
  - Receive positive recommendation by Building Level Administrator and Field Supervisor at the end of the Internship Year
  - Successfully teach for two full academic years on the Transition to Teaching Permit
  - Indiana Teachers will provide a Letter of Completion and Transcript of Coursework completed to be presented to the IDOE for recommendation of Practitioner License at the end of the Teacher Residency Program

## Standard 2: Curriculum

Candidates in our teacher training program engage in a rigorous, research-based curriculum encompassing 360 clock hours of professional training aligned to the Indiana Developmental Standards for Educators and two full academic years of Teacher Residency on the Transition to Teaching Permit. Educational leaders provide the foundation of our curriculum, including the work of Dr. Robert Marzano, Charlotte Danielson, Dr. Madeline Hunter, Dr. Dylan Wiliam, Harry Wong, Dr. Benjamin Bloom, Drs. David and Yvonne Freeman, Dr. Ruby Payne and Dr. Howard Gardner, among others. Candidates read and respond to articles, videos, and journal entries as well as books by respected authors. Throughout the curriculum, candidates engage in deep analysis and application of research-based practices in teaching and learning at the secondary level. Courses include content aligned to the Indiana Developmental Standards for Educators, comprehensive assessments, instructor led discussions, classroom observations, fieldwork, and projects aligned to the standards and learning objectives of the courses. The syllabi, assessments and projects may be found in the **zipped folder identified as Elementary Program**.

Indiana Teachers coursework is aligned to the Indiana Developmental Standards for Educators, as shown in the matrix found in **Appendix A**. An Indiana Course Catalogue may be found in **Appendix D**, including a list of courses addressing each standard.

The elementary program is 360 clock-hours of pedagogical instruction appropriate for the elementary teacher. This includes 90 hours of literacy instruction. There are two phases to the program:

- Phase I is called Classroom Readiness Training, and consists of 93 clock hours of course work and 102 clock hours of classroom observations and fieldwork aligned to the learning objectives of the course.
- Phase II is called Excellence in Teaching and Learning and consists of 165 clock hours of additional coursework, and two academic semesters of teaching on the Transition to Teaching permit.

Each phase of training is designed to scaffold new learning onto prior learning and provide opportunities of candidates to apply knowledge and skills to the classroom. Courses are organized around constructs of the profession: The Teacher, The Learner, Lesson Planning, Instructional Strategies, Assessing Learning, and The Learning Environment. Within each construct are groups of courses related to that construct, and each construct is assessed through a comprehensive assessment and a project aligned to the learning objectives of the group of courses. Field experiences are performed at partner schools in the candidate's preferred licensure area. We have spoken with Indianapolis Public Schools to facilitate these experiences and they have agreed to do so.

The Elementary Program Pathway is found on the next page.

# Elementary Course Pathway

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PHASE 1: CLASSROOM READINESS TRAINING</b>			
INCR000	FIELD BASED EXPERIENCES AND OBSERVATIONS ASSESSMENTS AND PROJECTS		30
INCR101	PREPARING FOR THE PROFESSION	3	
<b>PART 1- THE TEACHER</b>			
INCR201	QUALITIES OF EFFECTIVE TEACHERS	3	
INCR202	THE INDIANA EDUCATOR CODE OF ETHICS	6	
INTL201	EDUCATOR PROFESSIONALISM	3	
INNT700.1A	COMPREHENSIVE ASSESSMENT-THE TEACHER		
INNT700.1P	COMPREHENSIVE PROJECT-THE TEACHER		12
<b>PART 2 -THE LEARNER</b>			
INCR301	CHILD DEVELOPMENT/MOTIVATION TO LEARN	3	
INCR303	SPECIAL POPULATIONS IN THE CLASSROOM	3	
INCR304	MEETING THE NEEDS OF ALL LEARNERS	6	
INNT700.2A	COMPREHENSIVE ASSESSMENT-THE LEARNER		
INNT700.2P	COMPREHENSIVE PROJECT-THE LEARNER		12
<b>PART 3 -PLANNING INSTRUCTION</b>			
INCR401	UNDERSTANDING RIGOR	3	
INCR402	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	
INCR403	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	
INNT700.3A	COMPREHENSIVE ASSESSMENT-LESSON PLANNING		
INNT700.3P	COMPREHENSIVE PROJECT-PLANNING LESSONS		12
<b>PART 4 -INSTRUCTIONAL STRATEGIES</b>			
INCR404	ELEMENTS OF EFFECTIVE INSTRUCTION	6	
INCR407	READING FOR THE ELEMENTARY TEACHER	3	
INTL402	TEACHING STRATEGIES THAT WORK	6	
INTL410	DIFFERENTIATING INSTRUCTION	3	
INTL407	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	
INNT700.4A	COMPREHENSIVE ASSESSMENT-INSTRUCTIONAL STRATEGIES		
INNT700.4P	COMPREHENSIVE PROJECT-INSTRUCTIONAL STRATEGIES		12
<b>PART 5 -ASSESSING LEARNING</b>			
INCR405	QUESTIONING STRATEGIES AND FEEDBACK	3	
INCR406	FORMAL ASSESSMENT	3	
INTL409	USING DATA TO INFORM INSTRUCTION	6	
INNT700.5A	COMPREHENSIVE ASSESSMENT-ASSESSING LEARNING		
INNT700.5P	COMPREHENSIVE PROJECT-ASSESSING LEARNING		12

*Continued on next page*



# Elementary Course Pathway

Continued from previous page

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PART 6- THE LEARNING ENVIRONMENT</b>			
INCR501	THEORIES OF CLASSROOM MANAGEMENT	3	
INCR502	TECHNIQUES OF CLASSROOM MANAGEMENT	3	
INCR503	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	
INCR504	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	
INNT700.6A	COMPREHENSIVE ASSESSMENT-THE LEARNING ENVIRONMENT		
INNT700.6P	COMPREHENSIVE PROJECT-THE LEARNING ENVIRONMENT		12
<b>END OF PHASE 1: CLASSROOM READINESS</b>		<b>93</b>	<b>102</b>
<b>PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>			
INTL701	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	
INTL702	CONTENT AREA LITERACY INSTRUCTION	30	
INNT700.7A	LITERACY ASSESSMENT		
INTL305	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	
INTL301	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	
INNT700.8A	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		
INTL204	TEACHING IN A DIVERSE CLASSROOM	3	
INTL302	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	
INTL405	ACCOMMODATING INSTRUCTION FOR ALL LEARNERS	3	
INTL203	FAMILY AND COMMUNITY ENGAGEMENT	12	
INTL404	MATERIALS AND RESOURCES IN GRADES K-6	3	
INTL403	THE INTEGRATED CURRICULUM	6	
INTL703	CHILDREN'S LITERATURE	6	
INTL705	CASE STUDIES AND FIELD EXPERIENCES IN READING IN GRADES K-6	6	
INMT700.E	METHODS OF TEACHING ELEMENTARY CONTENT IN GRADES K-6	30	
INNT700	APPLIED TEACHING AND LEARNING	2 sem	2 sem
<b>END OF PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>		<b>165</b>	

## Standard 3: Clinical & Field Based Experiences

### 3.1 Location and learner contact

Upon being successfully hired, submitting required documentation and applying for and receiving their Transition to Teaching Permit, interns begin their first year of teaching in a two-year Teacher Residency program. This year is called the Internship Year, and is under the full guidance of Indiana Teachers. The teacher is the teacher of record, and is working on the campus to which he/she has gained employment. To facilitate this, a Field Supervisor is assigned to each intern at the beginning of the teaching assignment. The Field Supervisor works collaboratively with the district/campus support and the campus mentor to ensure the intern is successful in developing and acquiring skills related to best practices and shepherding the intern through his/her first year. The Field Supervisor is responsible for observing the intern's teaching practices, providing feedback and support, and collaborating with campus leadership and the mentor teacher in planning developmental experiences for the intern as needed.

The second year of the Teacher Residency program is one in which the performance and skills of the developing teacher are scaffolded from the frequent observations in year one to monitoring in year two. The collaboration between the campus leadership, mentor and Indiana Teachers is particularly important during this time. The Field Supervisor is available for an additional year of intervention and support when requested in writing. Our program is tailored to the needs of the developing teacher and will address deficiencies as identified by campus leadership.

While in the first year of the Teacher Residency, the Internship Year, interns are expected to complete the remainder of their training, Phase II: Excellent in Teaching and Learning. Interns are also required to achieve a passing score on the Developmental/Pedagogy exam by the end of the first year of teaching. Resources are provided to support the intern in achieving this score.

As the conclusion of the Internship Year approaches, recommendation forms are submitted to Indiana Teachers by both the Field Supervisor and the employing campus principal regarding the intern's development level and recommendation for continuation in the program. Given positive recommendations, the intern continues into the second year of the Teacher Residency program.

Following the successful completion of all requirements, including positive evaluations and recommendations from the supervising principal and field supervisor, the candidate will receive a credential for submission to the Department of Education for a Practitioner License. The credential includes a Letter of Completion (**Appendix O**) and Transcript of Coursework (**Appendix P**) to be submitted with other required documentation to the Department of Education.

### 3.2 Supervision

Indiana Teachers is staffed by professional program advisors available by phone or email who guide the candidate through the certification process. Candidates are provided support and encouragement throughout training, the classroom and field experiences. During classroom experiences, instructors are available to answer questions, provide further explanations and feedback on formative assessments, and offer remedial activities for candidates who are not progressing satisfactorily. The on-site field experience, called "Applied Teaching and Learning" provides additional, intense support as the candidate enters the classroom for the first time.

The first year of teaching is critical for beginning teachers. School corporations can be assured that our teachers receive comprehensive, intensive and individualized support throughout the year from our experienced professional coaching staff, known as Field Supervisors. The Field Supervisors consist of former superintendents, administrators, directors, and successful teachers from Indiana, who work in unison with the beginning teacher to attain set goals. These Field Supervisors are experts in the education field and will be carefully screened, selected, and trained, with each one possessing the qualifications to support new teachers.

The Field Supervisor will have the following primary responsibilities:

- **Observation:** Field Supervisors observe the intern multiple times during the internship year, and provide feedback and recommendations based on best practices, classroom management and effective teaching in the classroom using the Field Supervisor Observation form, aligned to the RISE Indiana Teacher Effectiveness Rubric.
- **Collaboration:** Field Supervisors work collaboratively with principals, district mentors, and interns to ensure goals and expectations are understood. Provide intern and campus administration with written feedback on progress after each observation.
- **Support:** Field Supervisors provide support and guidance to ease intern’s transition into the classroom. Guide intern through critical first year of teaching.
- **Encouragement:** Field Supervisors offer emotional support by listening, encouraging, and sharing expectations. Build confidence necessary for success in the profession.
- **Advice:** Field Supervisors offer recommendations on instructional strategies to impact student success. Advise intern on classroom management techniques to improve student behavior and ensure a safe responsive learning environment. Ensure lessons are rigorous, engaging and aligned to Indiana standards.
- **Intervention:** Field Supervisors provide timely intervention for struggling interns so they can become a successful teacher. Works with campus administration to form an emergency intervention plan for interns experiencing difficulties.
- **Individualized Coaching:** Field Supervisors tailor professional coaching instruction to meet the needs of the intern, including a customized, prescriptive plan for the intern’s individual growth
- **Recommendations:** Field Supervisors provide input to campus leadership for a recommendation to continue the Teacher Residency program into year two; and provide input to campus leadership for a recommendation to apply for the Practitioner License upon completion of the program

Indiana Teachers recognizes that new teachers encounter distinct challenges in their first year in the classroom. We also understand that a positive teaching experience early in a teacher’s career should lead to a confident, more effective teacher, increase retention rates, increase student achievement, and directly impact the teaching profession.

Indiana Teachers actively works with the leadership of schools to ensure mentor teachers are selected for outstanding achievement and contributions in preparing new teachers for the rigors of the classroom. We provide training for mentors and offer opportunities for mentor teachers and Field Supervisors to collaborate in the new teachers’ development. Teachers selected as mentors by campus leadership must be consider “Effective” or “Highly Effective” under evaluations that meet components set out in IC-20-28-11.5, and have made a positive impact on student achievement.

### 3.3 Candidate impact on student learning

Indiana Teachers offers multiple courses addressing assessments, both informal and formal, and includes the importance of utilizing data from these assessments when planning instruction and interventions. (INCR405, INCR406, INTL409). Candidates are taught strategies for assessing prior learning before introducing new content and utilizing that information in real time to adjust or adapt instruction. (INCR403, INTL402) Candidates engage in the analysis of data when planning instruction, planning differentiated learning activities, and creating small groups for literacy and interventions. (INCR403, INTL409, INTL701, INTL702)

During the initial year of the Teacher Residency program, interns are required to show evidence of impact on student learning through pre- and post-assessments. Formative assessment processes adopted by the campus are included in the candidate's observation and conference with the field supervisor. Candidates are expected to discuss results with both the field supervisor and the mentor teacher to improve instructional practice and identify learner needs.

The lesson planning process includes an analysis of appropriate data, including pre-learning assessments. These assessments may be formal, such as a short diagnostic test, or informal, such as mind-maps, KWL charts, and anticipatory activities designed to assess prior knowledge. Activities, groups and learning outcomes are developed based on the needs presented by the pre-assessment. Following instruction, interns must show evidence of student learning through both informal and formal assessments, and plan additional instruction and learning activities as indicated. The reflective process taught by Indiana Teachers' coursework facilitates this type of close examination of student learning, and the teacher's response to the results.

### 3.4 Diversity and Grade Level Coverage

Throughout the program, candidates are required to complete a range of field-based experiences, aligned to the coursework they are studying. Indiana Teachers recognizes that the site selected for field-based experiences is crucial to the interns' success in the classroom. We believe that field-based experiences are the first and best opportunity for candidates to apply knowledge from coursework to the actual teaching and learning experience. It is for this reason that we advise candidates to select campuses that are reflective of outstanding educational experiences for students. Campuses selected for initial field experiences will represent a variety of sites, including different grade levels and diversity in campus demographics.

Candidates are expected with each new experience to incorporate prior learning with the new learning from their coursework. Experiences begin with structured observations in relevant classrooms, aligned with foundational coursework. INCR000 Field Experiences and Observations require candidates to observe in diverse classrooms and in diverse school settings. INTL204 Teaching in Diverse Classrooms and INCR303 Special Populations in the Classroom develop understanding of the many diverse and varied needs of students in schools, and address ways teachers can support students from various backgrounds. INTL203 Family and Community Engagement develops understanding of the many forms of support families and communities provide, and the teacher's role in the inclusion of families and communities in support of student achievement.

Candidates analyze qualities of effective teachers and then observe several teachers in the classroom to observe the application of the qualities in the classroom. Candidates then progress to understanding the developmental levels of children as they grow, and identify those levels through observation of the classroom, learning experiences, and methods, materials and resources as appropriate to the level. As the

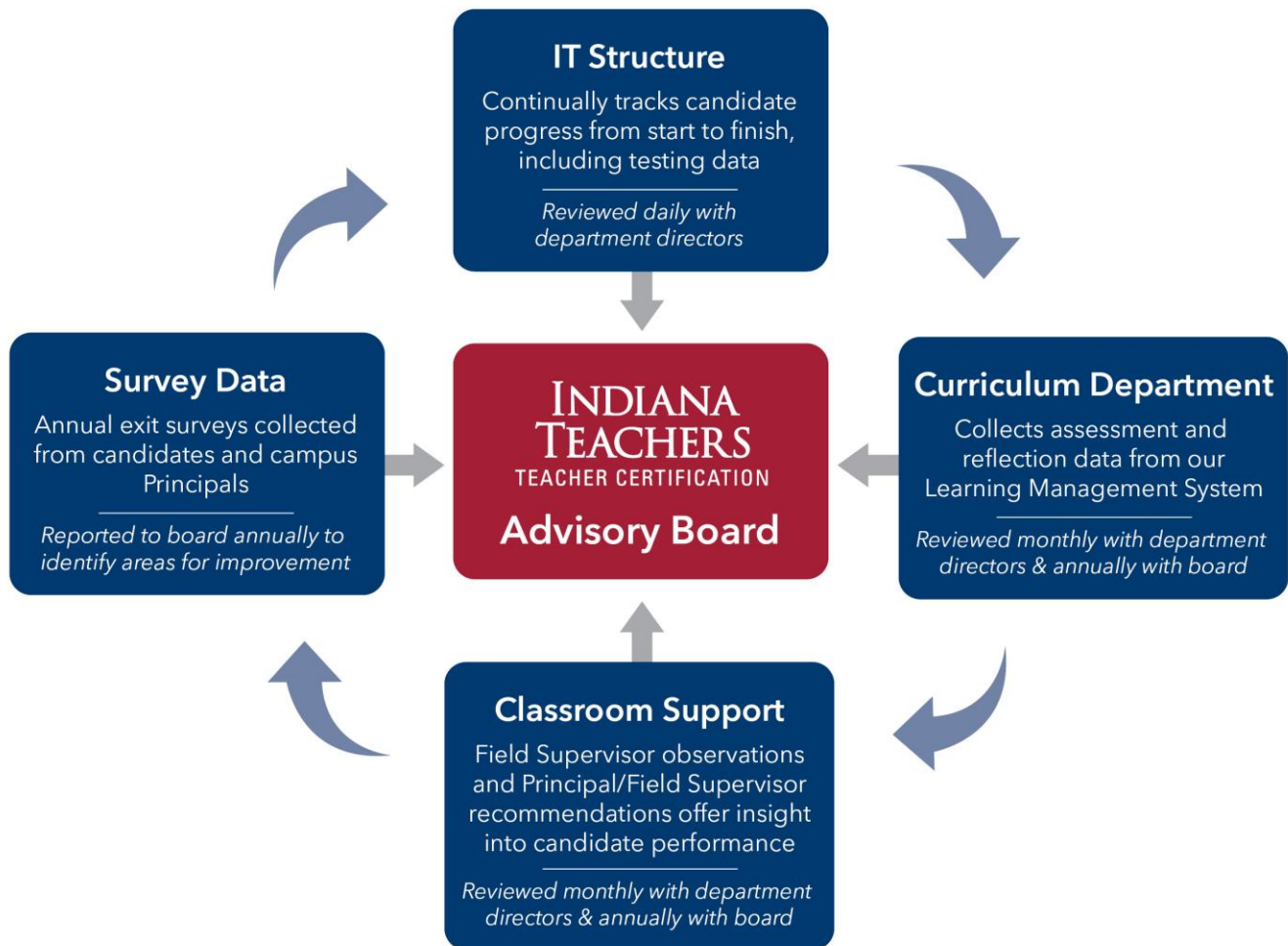
candidate grows in understanding of the elements of effective lesson planning, instruction and assessment, the candidate is asked to collaboratively plan and teach several mini-lessons, each increasing in length and reviewed collaboratively with the classroom teacher following the lesson. Scaffolding content methodology onto foundational learning, field experiences develop accordingly. Planning, instruction and assessment is evaluated with multiple criteria: increased rigor in alignment to the standards, learning activities and assessment, differentiated instruction, accommodating instruction for students in diverse classrooms and with special needs, and an intense focus on tools for developing English language proficiency. It is the goal of Indiana Teachers that candidates will enter the Internship Year with a strong foundational understanding of the classroom, the learner, and the dispositions expected of educators in Indiana.

Each time a candidate engages in a field-based experience, they are required to provide a demographic survey of the campus/class in which they conduct that field based experience. Candidates must select a range of school types; low-income, schools with high diversity levels, neighborhood schools, charter schools, etc. The purpose is to ensure candidates are well-prepared for teaching in every environment, and recognize the various types of organizational structures, family structures and language structures that exist in diverse environments. Observational reports and reflections include direction to report the demographics of the classroom and the aligned strategies, methods and activities the teacher uses to support every learner. Additionally, our district outreach partnerships are designed to provide candidates with well-rounded field-based experiences. Candidates are provided a list of partner schools and districts, updated regularly. We ensure diversity of experience when forming these partnerships by collaborating with district leadership when identifying campuses that have a positive impact on student achievement.

## Standard 4: Evaluation

### 4.1 Unit Assessment System (UAS) program evaluation

Indiana Teachers takes great pride in the quality of candidates that complete our program. The candidate's acquisition of skills are evaluated throughout the entire program. The performance on both benchmark and performance based assessments provide an indication of progress in attaining the knowledge and skills going forward to perform at an acceptable level for a teacher.



Indiana Teachers will establish an advisory committee comprised of Indiana educators who are content and grade level specialists in P-12, specialists in school safety and classroom management, specialists in exceptional children, gifted and talented education, and English language learners. We also include district-level administrators from districts across the state in areas such as Human Resources, Curriculum and Instruction, and state Accountability.

Internally, advisory board members include the Executive Director of Indiana Teachers, the Director of Curriculum and Instruction, the Director of Program Supervision, the Director of Compliance and Certification, and the Director of Outreach and Recruiting. The board will meet regularly to provide oversight and advice regarding the direction and annual goals of the program. The advisory board will utilize data from state and internal sources to provide guidance and advice on current trends, program

accountability, critical shortage areas within their specific regions, recommended changes to curriculum, and strategies to improve candidate preparation, candidate support, and our overall program.

Indiana Teachers will collect data on every assessment and project. We have established an initial quarterly review to collect data, analyze data by question, distractor, assessed course and indicator being addressed, and perform psychometric analysis on each assessment.

We will use various procedures and indicators to evaluate our candidates' success throughout the practicum. A Field Supervisor Observation Form was developed by Indiana Teachers and modeled after the RISE evaluation system. Indicators of these standards were selected to provide a well-rounded and complete assessment of the development of the teaching intern in regards to performance, essential knowledge, and critical disposition. These selected indicators are designed to assess both short-term and long-term depictions of growth that are measurable within the scope of an observation. The Field Supervisor will rate each indicator on a scale from 1-4 which will identify whether the teaching intern's development level is highly effective, effective, improvement necessary or ineffective, and give feedback based on these scores. The Field Supervisor Observation Form can be found in **Appendix L**.

Field Supervisor observations and recommendations give us insight into how our candidates are performing in the classroom. Principal evaluations and principal/Field Supervisor conferences offer insight into how our interns' success is perceived by their employing school. Our Director of Program Supervision speaks with our Field Supervisors continually as well as reads the observation forms. Areas that are frequently cited trigger a mid-course review of the curriculum resources utilized by candidates. Resources and coursework are adjusted to better meet the needs of our candidates and the schools they serve.

Indiana Teachers IT structure and database will allow us to continue to track candidate's progress from admission, to internship to final credential. Once a candidate has received a teaching position, they will submit to us an "I GOT A JOB" form. This form provides the information needed to identify the district and campus a candidate is located to initiate the partnership between the campus mentor and our Field Supervisor.

A request will be sent to the campus as well as candidate to obtain a copy of the district evaluation completed during that school year to compare with our own evaluation form to help us determine a teacher's overall effectiveness. This ensures the proper checks and balances are in place for educators who have completed all program requirements during the Internship Year but may need additional support before moving onto the Practitioner License. Once a candidate completes all Internship Year requirements and receives positive recommendations from the principal and field supervisor, Indiana Teachers will issue the candidate a Letter of Completion and Transcript of Coursework Completed upon completing the Teacher Residency Program

To contribute to continuous improvement of the program, Indiana Teachers conducts an annual survey of campus and district leadership in relation to the preparedness of candidates. Using this information, Indiana Teachers undergoes a rigorous examination of the curriculum and assignments related to areas for improvement and implements changes designed to increase proficiency. The following year, comparisons of indicators describe the impact of the changes, and additional adjustments are made when necessary.

We will design a Principal Exit Survey and a Candidate exit survey to evaluate our procedures and program. The principal exit survey allows us to compare the success of our teaching candidates with other certification programs and traditional preparation programs, and we evaluate the need for improvements and changes based on these surveys as we take principal feedback very seriously. This information is shared with the advisory board as programmatic changes are contemplated.

The candidate exit survey is the counterpart to the annual principal exit survey, and allows us to gain insight into the candidate's self-evaluation on the same criteria. We use this data to evaluate the gaps between the candidate's views of their performance and the principal's views to continually improve the program. This information is also shared with the advisory board during the annual program evaluation.

## 4.2 Evaluation of Student Teaching

Candidates are thoroughly evaluated throughout the program, from initial admission through completion of the program and application for the Practitioner license.

### 1. Admission

Upon application to Indiana Teachers, candidates are screened through several processes. Official transcripts are evaluated for adherence to GPA guidelines and/or exemptions. Evidence of proficiency of basic skills in reading, writing and mathematics is required through testing (CASA) or an approved alternative. The interview and screening instrument measure educator dispositions and command of the English language.

A process is in place to align admission procedures with indicators of success in the classroom. Indiana Teachers performs data analytics on candidate scores in the admission process and eventual employment and professional evaluations. The data is then compared across admission factors to provide predictive analysis of candidate success. While we acknowledge that these data are not the sole predictors of program success, the analytics provide valuable information when screening future candidates and counseling current candidates.

### 2. Progress

Progress through the program is evaluated against multiple benchmarks, assessments and projects, and monitored by the online instructors. The program is asynchronous, so candidates move through the program at their own pace. Before each group of courses, candidates take a diagnostic pre-assessment to determine prior knowledge. Following the group of courses, candidates must successfully achieve a passing score on a comprehensive post-assessment, and achieve a passing score on a project aligned with the learning objectives of the group of courses. The passing standard for both the post-assessment and the project is 80%. The projects and assessments are included in the **zipped folder from Standard 2**.

Additional programmatic progress is measured through a series of benchmarks within the entire program. Candidates must achieve a passing score on the CASA prior to admission (or use scores from a designated alternative), must achieve a passing score on the content assessment prior to the end of the first year of the Teacher Residency program, and must achieve a passing score on the Developmental Pedagogy assessment prior to the end of the second year of the Teacher Residency program.

Advancement in the program is dependent on achieving these milestones, while completing required coursework with an 80% or higher performance standard. Coursework includes checkpoints and discussions, both of which are evaluated with a score of 80% or higher prior to progressing in the course. Coursework is locked for registration between courses, ensuring a seamless delivery of training in a coherent, pedagogically sound pathway.

Once employed and teaching on a Transition to Teaching permit, candidates begin year one of the Teacher Residency program, the internship year. During the internship year, candidates must achieve a rating of "Effective" or "Highly Effective" on the evaluation instrument approved by the employing campus or



district/corporation. This ensures the candidate is engaged in continuous training and application of skills. Candidate must also complete all necessary coursework, assessments and projects, and successfully achieve a passing score on the required content assessment (Indiana CORE assessment). The principal and field supervisor will submit a recommendation form at the end of internship year. Once the candidate successfully completes the program, a recommendation letter will be issued from Indiana Teachers to provide to the Indiana Department of Education. Candidates who fail to meet these standards are placed on an intervention plan, developed in collaboration with the building principal and field supervisor and will repeat another year in the program.

The intervention plan is an individualized plan and based on candidate need. Should the candidate require an extension of the program with additional field supervision, a written request is made by the candidate and costs incurred are borne by the candidate. If the candidate is performing well in the classroom, but is not progressing satisfactorily with training, the intervention plan will not incur additional costs, but the candidate will be required to satisfactorily complete outstanding coursework or testing prior to receiving recommendation letter for Indiana Teachers.

### 3. Content Knowledge, Pedagogical Knowledge, Student Impact, SBRR Reading, Technology and Cultural Competency

- a. Content Knowledge is evaluated through transcripts and the achievement of a passing score on the content area in which the candidate is certifying (Indiana CORE assessment).
- b. Pedagogical Knowledge is measured and evaluated through a series of assessments and projects woven throughout the curriculum and required for advancement in the program. Sample assessments and projects may be found in the **zipped folder from Standard 2**. Evidence of pedagogical knowledge is also determined through the achievement of a passing score on the Developmental (Pedagogy) Area Assessments.
- c. Student impact is evaluated in the classroom through formative and summative assessments given by the teacher. Evidence of the teacher's impact on student learning is included in the field supervisor observation and conference form, and may be included as part of the evaluation process of the campus, using the district or corporation student impact models.
- d. SBRR Reading strategies and skills are evaluated in three ways: Classroom observations, the comprehensive literacy assessment following the literacy courses, and the inclusion of appropriate literacy strategies in lesson plans and classroom instruction. The literacy assessments and lesson planning rubrics are included in the **zipped folder from Standard 2**.
- e. Use of technology for effective teaching is evaluated through the comprehensive assessment Group 4 - "Instructional Strategies" (found in the **zipped folder from Standard 2**), the planning, implementing, and evaluation of lessons (Project 4, found in the zipped folder from Standard 2) and the use of technology when planning a presentation for students, parents, and teachers on issues children face today (Project 6B, found in the zipped folder from Standard 2).
- f. Cultural Competency knowledge is measured through comprehensive assessments in Group 2 and Group 3, and the English Language Acquisition Assessment. Cultural competency skills are evaluated through the project associated with INTL204 Teaching in a Diverse Classroom. Assessments and projects are found in the **zipped folder from Standard 2**.

### 4. Systematic approaches to assist candidates making unsatisfactory progress in the program

Candidates failing to make satisfactory progress as described in number 2 above are placed on an intervention plan based on individual need, and developed in conjunction with the building administration, the Field Supervisor and the intern.

At the end of the Internship Year, a recommendation form is sent to their Building Level Administrator (**Appendix N**) as well as their Field Supervisor (**Appendix M**). The purpose of the recommendation form is to determine whether the campus principal and field supervisor believe the candidate has successfully completed the internship year. If adequate progress has not been made, the building administrator and field supervisor will collaborate with the mentor teacher and intern to develop an intensive intervention and development plan to address the needs of the novice teacher.

A positive recommendation results in a Letter of Completion and Transcript of Coursework to be presented along with other required documentation to the IDOE in request of the Practitioner License.

5. Candidate evaluation includes all required testing requirements for licensure.

The Indiana Teachers Transcript includes passing scores for each test required for licensure. The final Letter of Completion from Indiana Teachers to be included in the request for the Practitioner License is not generated until the transcript, including all testing requirements, is complete.

## Standard 5: Governance

### 5.1 Governance

Indiana Teachers will hire certified Indiana educators to serve as online instructors and certified Indiana administrators to serve as Field Supervisors and Instructors.

Additionally, the following staff members of our parent company, Texas Teachers of Tomorrow will have oversight over the Indiana program.

Dave Saba  
*Chief Development Officer*

Ann Kucera  
*Director of Curriculum and Instruction*  
Ed.D Educational Leadership and Cultural Studies

Linley Dieringer  
*Sr. Executive Director of Operations*

The Senior Director of Operations is responsible for all aspects of the Teachers of Tomorrow teacher certification program. This includes all aspects of program development, implementation, reporting and managing the staff responsible for these areas. The specific department responsibilities are Customer Relations, Academics and Certification, and Classroom Support.

Specific responsibilities include:

- Help set and implement the company vision and philosophy
- Oversee all aspects of customer support including staff interactions with teacher candidates
- Maintain focus on customer service including hiring, training, and developing Advisor staff
- Ensure all customer service and certification and support teams are fully trained on applicable state certification rules
- Ensure the company is compliant with all legislative and regulatory requirements. Ensure all materials, marketing material, and policies meet state rules and regulations for certification process
- Manage the Academic team to ensure the best possible content development and ensure that content is reviewed and updated as needed to improve our teachers' effectiveness
- Oversee all aspects of the teacher coaching process including policies, hiring, training, and quality control
- Work with state departments of education to provide Title II data as necessary
- Work with the IT department to ensure certification systems continue to meet the needs of our teacher candidates, our state and district customers, and our customer service teams
- Ensure the highest quality control measures are in place in all processes
- Ensure continuous improvement and innovation in all aspects to continue to be a leader in our industry

The following table provides additional staff roles for the program:

<p>Courses, Modules, Seminars</p>	<p>Director of Curriculum and Instruction</p>	<p>Design and supervise the creation of course content, assessments, aligned field experiences and internship year experience projects aligned to competency standards, and assuring program alignment to state and national standards; design curricular programs for each certification area aligned to certification requirements as outlined in the Indiana Administrative Code</p>
<p>Field Experiences</p>	<p>Field Supervisors and Instructors</p>	<p>Supervise the successful completion of field experiences aligned to course objectives; conference with and provide feedback to candidate to address strategies to improve practice and field experience projects; focus on creating the teacher as a reflective practitioner; monitor the candidate's progress through the Indiana Teachers program and readiness for Practitioner License.</p>
<p>Internship Year</p>	<p>Field Supervisor, Mentor Teacher and Campus Administrator</p>	<p>Observe and evaluate the candidate for evidence of proficiency of the Indiana Professional Teaching Standards; identify areas of growth and suggest strategies and/or additional training to support the teaching intern's development; collaborate with mentor teacher and campus administrator to assess the teaching intern's growth as an educator and the impact the teacher is having on student achievement; develop specific intervention plans in conjunction with campus administration where appropriate.</p>
<p>Administration</p>	<p>Senior Executive Director of Operations; Director of Curriculum and Instruction; Director of Certification and Compliance</p>	<p>The Senior Director of Operations is responsible for all aspects of the Teachers of Tomorrow teacher certification program. This includes all aspects of program development, implementation, reporting and managing the staff responsible for these areas. The Director of Curriculum and Instruction manages the development of all training curriculum as well as stays up to date on all state standards and curriculum changes to ensure the highest-quality training.</p>

## Standard 6: Schedule

### 6.1: Projected Implementation

Indiana Teachers will engage in year-round admissions and training of its teacher candidates in an effort to supply qualified educators that will meet the ongoing needs of students in Indiana classrooms and the administrators we work with to help fill those needs. Collaborating with school districts and the state, we will invest the necessary resources to develop the methods and systems to continuously improve program communication, implementation, and data collection and assessment.

At Indiana Teachers, we are committed to helping our candidates achieve a successful and rewarding teaching career. Our candidates are provided continuous individualized service, support, and valuable guidance to ensure they have every opportunity to become an effective educator and substantively contribute to the learning outcomes of the students they teach. We partner with our candidates, hold ourselves accountable, and respect their personal choices throughout the certification process. Our goal and hope is every candidate completing our program will consider us a lifelong educational partner, united to make a difference for their school, their students, and their community.

Upon program approval, we will develop an expeditious time frame for implementing recommendations and changes to the program structure as directed. We will also begin state-wide marketing efforts consisting of Billboard campaigns and social media posts to generate awareness of the route to certification we offer. Paid Search and Facebook Advertising efforts will be implemented with acquisition of leads and applicants as the intended goal. Our office will be staffed with Program Advisors to provide support and guidance for program candidates. Within the first 18 months of operation, our goal is to recruit and admit over 1000 candidates to the certification program and within three years of approval, we anticipate the hiring of over 1000 program candidates. Within 5 years of approval, we anticipate admitting 3500 candidates annually with a 10% annual growth rate.

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# Appendix A

































# Appendix B



































# Appendix C



# P-12 Educator Standards/Content Courses Matrix

## STANDARD 1: STUDENT DEVELOPMENT AND DIVERSITY

Teachers of grades P-12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

INDIANA TEACHERS CONTENT COURSES	INCR000	INCR101	INCR201	INCR202	INCR301.P12	INCR302	INCR303	INCR304	INCR401	INCR402	INCR403	INCR404	INCR405	INCR406	INCR407	INCR408	INCR501	INCR502	INCR503	INCR504	INMT700	INMT700*	INMT700.P12	INNT700	INTL201	INTL203	INTL204	INTL301	INTL302	INTL305	INTL402	INTL403	INTL404	INTL404	INTL405	INTL407	INTL409	INTL410	INTL701	INTL702	INTL703	INTL705	INTL707				
<b>STANDARD 1.1:</b> major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P-12, and factors in the home, school, community, and broader environment that influence student development					1, 2, 5																																										
<b>STANDARD 1.2:</b> knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success					1, 2, 5																																										
<b>STANDARD 1.3:</b> typical developmental challenges for students in grades P-12 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges					1, 2, 5																																										
<b>STANDARD 1.4:</b> knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs																																															

INDIANA EDUCATOR STANDARDS | PERFORMANCE ASSESSMENT CODING: (1) TEST, (2) PAPER, (3) PROJECT, (4) LESSON PLAN, (5) FIELD EXPERIENCE

































# Appendix D





Teacher Training Curriculum  
*Course Catalog*

INDIANA  
TEACHERS  
TEACHER CERTIFICATION

# *Our Mission*

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Indiana Teachers strives to help improve the quality of education by preparing teacher candidates to become effective educators. Through rigorous, engaging training programs, expert staff, and innovative technologies, we equip teachers with the skills necessary to make a difference in the lives of students.

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- INCR101 Preparing for The Profession

## **THE TEACHER** **35**

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- INCR202 The Indiana Educator Code of Ethics
- INTL201 Educator Professionalism
- INNT700.1P Comprehensive Project: The Teacher

## **THE LEARNER** **36**

- INCR301.P12 Human Development and Motivation to Learn
- INCR301 Child Development and Motivation to Learn
- INCR302 Adolescent Development and Motivation to Learn
- INCR303 Special Populations in the Classroom
- INCR304 Meeting the Needs of All Learners
- INNT700.2P Comprehensive Project: The Learner

# Curriculum Key

Courses correspond to the following areas of our curriculum:

<b>INCR</b>	<b>CLASSROOM READINESS</b>
<b>INTL</b>	<b>TEACHING AND LEARNING</b>
<b>INNT</b>	<b>INTERNSHIP</b>
<b>INMT</b>	<b>METHODOLOGY</b>

## **PLANNING INSTRUCTION** **37**

- INCR401 Understanding Rigor
- INCR402 Understanding the Indiana Academic Standards
- INCR403 Elements of Effective Lesson Planning
- INNT700.3P Comprehensive Project: Planning Instruction

## **INSTRUCTIONAL STRATEGIES** **38**

- INCR404 Elements of Effective Instruction
- INCR407 Reading for the Elementary Teacher
- INCR408 Reading for the Secondary Teacher
- INTL402 Teaching Strategies that Work
- INTL410 Differentiating Instruction
- INTL407 Digital Tools for Today's Classroom
- INTL404 Materials and Resources in Grades P-12
- INTL403 The Integrated Curriculum
- INNT700.4P Comprehensive Project: Instructional Strategies

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INCR406	Formal Assessment
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INCR501	Theories of Classroom Management
INCR502	Techniques of Classroom Management
INCR503	Applying Classroom Management Strategies
INCR504	Developing a Respectful Learning Environment
INNT700.6P	Comprehensive Project: The Learning Environment

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INMT700.E	Methods of Teaching Elementary Content in Grades K-6
INMT701	Methods of Teaching Social Studies 5-12
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INMT705	Methods of Teaching Math 5-12
INMT706	Methods of Teaching Science 5-12
INMT707	Methods of Teaching World Languages

## **PHASE 2 COURSEWORK** **42**

INTL701	Research Based Strategies for Literacy Development
INTL702	Content Area Literacy Instruction
INTL707	Practicum in Content Literacy
INTL305	Developing English Language Proficiency
INTL301	Strategies for Teaching English Language Learners
INTL204	Teaching in a Diverse Classroom
INTL302	Strategies for Teaching Exceptional Students
INTL405	Accommodating Instruction for All Learners
INTL203	Family and Community Engagement
INTL703	Children's Literature
INTL705	Case Studies and Field Experiences in Reading in Grades K-6
INNT700	Applied Teaching and Learning



# P-12 Course Pathway

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PHASE 1: CLASSROOM READINESS TRAINING</b>			
INCR000	FIELD BASED EXPERIENCES AND OBSERVATIONS ASSESSMENTS AND PROJECTS		30
INCR101	PREPARING FOR THE PROFESSION	3	
<b>PART 1- THE TEACHER</b>			
INCR201	QUALITIES OF EFFECTIVE TEACHERS	3	
INCR202	THE INDIANA EDUCATOR CODE OF ETHICS	6	
INTL201	EDUCATOR PROFESSIONALISM	3	
INNT700.1A	COMPREHENSIVE ASSESSMENT-THE TEACHER		
INNT700.1P	COMPREHENSIVE PROJECT-THE TEACHER		12
<b>PART 2 -THE LEARNER</b>			
INCR301.P12	HUMAN DEVELOPMENT AND MOTIVATION TO LEARN	3	
INCR303	SPECIAL POPULATIONS IN THE CLASSROOM	3	
INCR304	MEETING THE NEEDS OF ALL LEARNERS	6	
INNT700.2A	COMPREHENSIVE ASSESSMENT-THE LEARNER		
INNT700.2P	COMPREHENSIVE PROJECT-THE LEARNER		12
<b>PART 3 -PLANNING INSTRUCTION</b>			
INCR401	UNDERSTANDING RIGOR	3	
INCR402	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	
INCR403	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	
INNT700.3A	COMPREHENSIVE ASSESSMENT-LESSON PLANNING		
INNT700.3P	COMPREHENSIVE PROJECT-PLANNING LESSONS		12
<b>PART 4 -INSTRUCTIONAL STRATEGIES</b>			
INCR404	ELEMENTS OF EFFECTIVE INSTRUCTION	6	
INTL402	TEACHING STRATEGIES THAT WORK	6	
INTL410	DIFFERENTIATING INSTRUCTION	3	
INTL407	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	
INTL404	MATERIALS AND RESOURCES IN GRADES P-12	6	
INTL403	THE INTEGRATED CURRICULUM	6	
INNT700.4A	COMPREHENSIVE ASSESSMENT-INSTRUCTIONAL STRATEGIES		
INNT700.4P	COMPREHENSIVE PROJECT-INSTRUCTIONAL STRATEGIES		12
<b>PART 5 -ASSESSING LEARNING</b>			
INCR405	QUESTIONING STRATEGIES AND FEEDBACK	3	
INCR406	FORMAL ASSESSMENT	3	
INTL409	USING DATA TO INFORM INSTRUCTION	6	
INNT700.5A	COMPREHENSIVE ASSESSMENT-ASSESSING LEARNING		
INNT700.5P	COMPREHENSIVE PROJECT-ASSESSING LEARNING		12

*Continued on next page*

# P-12 Course Pathway

*Continued from previous page*

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PART 6- THE LEARNING ENVIRONMENT</b>			
<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3	
<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3	
<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	
<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	
<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT-THE LEARNING ENVIRONMENT		
<b>INNT700.6P</b>	COMPREHENSIVE PROJECT-THE LEARNING ENVIRONMENT		12
<b>END OF PHASE 1: CLASSROOM READINESS</b>		<b>102</b>	<b>102</b>
<b>PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>			
<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	
<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30	
<b>INNT700.7A</b>	LITERACY ASSESSMENT		
<b>INTL707</b>	PRACTICUM IN CONTENT LITERACY	15	
<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	
<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	
<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		
<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3	
<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	
<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12	
<b>INMT700.P12</b>	METHODS OF TEACHING P-12 CONTENT	30	
<b>INNT700</b>	APPLIED TEACHING AND LEARNING	2 SEM	2 SEM
<b>END OF PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>		<b>156</b>	

# Elementary Course Pathway

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PHASE 1: CLASSROOM READINESS TRAINING</b>			
INCR000	FIELD BASED EXPERIENCES AND OBSERVATIONS ASSESSMENTS AND PROJECTS		30
INCR101	PREPARING FOR THE PROFESSION	3	
<b>PART 1- THE TEACHER</b>			
INCR201	QUALITIES OF EFFECTIVE TEACHERS	3	
INCR202	THE INDIANA EDUCATOR CODE OF ETHICS	6	
INTL201	EDUCATOR PROFESSIONALISM	3	
INNT700.1A	COMPREHENSIVE ASSESSMENT-THE TEACHER		
INNT700.1P	COMPREHENSIVE PROJECT-THE TEACHER		12
<b>PART 2 -THE LEARNER</b>			
INCR301	CHILD DEVELOPMENT/MOTIVATION TO LEARN	3	
INCR303	SPECIAL POPULATIONS IN THE CLASSROOM	3	
INCR304	MEETING THE NEEDS OF ALL LEARNERS	6	
INNT700.2A	COMPREHENSIVE ASSESSMENT-THE LEARNER		
INNT700.2P	COMPREHENSIVE PROJECT-THE LEARNER		12
<b>PART 3 -PLANNING INSTRUCTION</b>			
INCR401	UNDERSTANDING RIGOR	3	
INCR402	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	
INCR403	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	
INNT700.3A	COMPREHENSIVE ASSESSMENT-LESSON PLANNING		
INNT700.3P	COMPREHENSIVE PROJECT-PLANNING LESSONS		12
<b>PART 4 -INSTRUCTIONAL STRATEGIES</b>			
INCR404	ELEMENTS OF EFFECTIVE INSTRUCTION	6	
INCR407	READING FOR THE ELEMENTARY TEACHER	3	
INTL402	TEACHING STRATEGIES THAT WORK	6	
INTL410	DIFFERENTIATING INSTRUCTION	3	
INTL407	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	
INNT700.4A	COMPREHENSIVE ASSESSMENT-INSTRUCTIONAL STRATEGIES		
INNT700.4P	COMPREHENSIVE PROJECT-INSTRUCTIONAL STRATEGIES		12
<b>PART 5 -ASSESSING LEARNING</b>			
INCR405	QUESTIONING STRATEGIES AND FEEDBACK	3	
INCR406	FORMAL ASSESSMENT	3	
INTL409	USING DATA TO INFORM INSTRUCTION	6	
INNT700.5A	COMPREHENSIVE ASSESSMENT-ASSESSING LEARNING		
INNT700.5P	COMPREHENSIVE PROJECT-ASSESSING LEARNING		12

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# Elementary Course Pathway

Continued from previous page

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PART 6- THE LEARNING ENVIRONMENT</b>			
INCR501	THEORIES OF CLASSROOM MANAGEMENT	3	
INCR502	TECHNIQUES OF CLASSROOM MANAGEMENT	3	
INCR503	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	
INCR504	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	
INNT700.6A	COMPREHENSIVE ASSESSMENT-THE LEARNING ENVIRONMENT		
INNT700.6P	COMPREHENSIVE PROJECT-THE LEARNING ENVIRONMENT		12
<b>END OF PHASE 1: CLASSROOM READINESS</b>		<b>93</b>	<b>102</b>
<b>PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>			
INTL701	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	
INTL702	CONTENT AREA LITERACY INSTRUCTION	30	
INNT700.7A	LITERACY ASSESSMENT		
INTL305	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	
INTL301	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	
INNT700.8A	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		
INTL204	TEACHING IN A DIVERSE CLASSROOM	3	
INTL302	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	
INTL405	ACCOMMODATING INSTRUCTION FOR ALL LEARNERS	3	
INTL203	FAMILY AND COMMUNITY ENGAGEMENT	12	
INTL404	MATERIALS AND RESOURCES IN GRADES K-6	3	
INTL403	THE INTEGRATED CURRICULUM	6	
INTL703	CHILDREN'S LITERATURE	6	
INTL705	CASE STUDIES AND FIELD EXPERIENCES IN READING IN GRADES K-6	6	
INMT700.E	METHODS OF TEACHING ELEMENTARY CONTENT IN GRADES K-6	30	
INNT700	APPLIED TEACHING AND LEARNING	2 SEM	2 sem
<b>END OF PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>		<b>165</b>	

# Secondary Course Pathway

COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PHASE 1: CLASSROOM READINESS TRAINING</b>			
INCR000	FIELD BASED EXPERIENCES AND OBSERVATIONS ASSESSMENTS AND PROJECTS		30
INCR101	PREPARING FOR THE PROFESSION	3	
<b>PART 1- THE TEACHER</b>			
INCR201	QUALITIES OF EFFECTIVE TEACHERS	3	
INCR202	THE INDIANA EDUCATOR CODE OF ETHICS	6	
INTL201	EDUCATOR PROFESSIONALISM	3	
INNT700.1A	COMPREHENSIVE ASSESSMENT-THE TEACHER		
INNT700.1P	COMPREHENSIVE PROJECT-THE TEACHER		12
<b>PART 2 -THE LEARNER</b>			
INCR302	ADOLESCENT DEVELOPMENT AND MOTIVATION TO LEARN	3	
INCR303	SPECIAL POPULATIONS IN THE CLASSROOM	3	
INCR304	MEETING THE NEEDS OF ALL LEARNERS	6	
INNT700.2A	COMPREHENSIVE ASSESSMENT-THE LEARNER		
INNT700.2P	COMPREHENSIVE PROJECT-THE LEARNER		12
<b>PART 3 -PLANNING INSTRUCTION</b>			
INCR401	UNDERSTANDING RIGOR	3	
INCR402	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	
INCR403	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	
INNT700.3A	COMPREHENSIVE ASSESSMENT-LESSON PLANNING		
INNT700.3P	COMPREHENSIVE PROJECT-PLANNING LESSONS		12
<b>PART 4 -INSTRUCTIONAL STRATEGIES</b>			
INCR404	ELEMENTS OF EFFECTIVE INSTRUCTION	6	
INCR407	READING FOR THE ELEMENTARY TEACHER	3	
INTL402	TEACHING STRATEGIES THAT WORK	6	
INTL410	DIFFERENTIATING INSTRUCTION	3	
INTL407	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	
INNT700.4A	COMPREHENSIVE ASSESSMENT-INSTRUCTIONAL STRATEGIES		
INNT700.4P	COMPREHENSIVE PROJECT-INSTRUCTIONAL STRATEGIES		12
<b>PART 5 -ASSESSING LEARNING</b>			
INCR405	QUESTIONING STRATEGIES AND FEEDBACK	3	
INCR406	FORMAL ASSESSMENT	3	
INTL409	USING DATA TO INFORM INSTRUCTION	6	
INNT700.5A	COMPREHENSIVE ASSESSMENT-ASSESSING LEARNING		
INNT700.5P	COMPREHENSIVE PROJECT-ASSESSING LEARNING		12

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# Secondary Course Pathway

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COURSE	TITLE	COURSE HOURS	FIELD HOURS REQUIRED
<b>PART 6- THE LEARNING ENVIRONMENT</b>			
INCR501	THEORIES OF CLASSROOM MANAGEMENT	3	
INCR502	TECHNIQUES OF CLASSROOM MANAGEMENT	3	
INCR503	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	
INCR504	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	
INNT700.6A	COMPREHENSIVE ASSESSMENT-THE LEARNING ENVIRONMENT		
INNT700.6P	COMPREHENSIVE PROJECT-THE LEARNING ENVIRONMENT		12
<b>END OF PHASE 1: CLASSROOM READINESS</b>		<b>93</b>	<b>102</b>
<b>PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>			
INTL702	CONTENT AREA LITERACY INSTRUCTION	15	
INNT700.7A	LITERACY ASSESSMENT		
INTL707	PRACTICUM IN CONTENT LITERACY	12	
INTL305	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	
INTL301	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	
INNT700.8A	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		
INTL204	TEACHING IN A DIVERSE CLASSROOM	3	
INTL302	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	
INTL203	FAMILY AND COMMUNITY ENGAGEMENT	12	
INMT701-706	METHODS OF TEACHING SECONDARY CONTENT	12	
INNT700	APPLIED TEACHING AND LEARNING	2 SEM	2 sem
<b>END OF PHASE 2: EXCELLENCE IN TEACHING AND LEARNING</b>		<b>75</b>	

# P–12 Course Alignment to Indiana Standard 1

## STANDARD 1: STUDENT DEVELOPMENT AND DIVERSITY

Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

STANDARD 1 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 1.1:</b> major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P-12, and factors in the home, school, community, and broader environment that influence student development</p>	INCR301.P12 Human Development/Motivation to Learn	
<p><b>STANDARD 1.2:</b> knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success</p>	INCR301.P12 Human Development/Motivation to Learn	
<p><b>STANDARD 1.3</b> typical developmental challenges for students in grades P-12 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges</p>	INCR301.P12 Human Development/Motivation to Learn	
<p><b>STANDARD 1.4:</b> knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs</p>	INTL204	Teaching in a Diverse Classroom
<p><b>STANDARD 1.5:</b> knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities</p>	INCR303 INCR304	Special Populations in the Classroom Meeting the Needs of All Learners
<p><b>STANDARD 1.6:</b> processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners</p>	INTL301	Strategies for Teaching English Language Learners

# P–12 Course Alignment to Indiana Standard 2

## STANDARD 2: LEARNING PROCESS

Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

STANDARD 2 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 2.1:</b> knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts	INCR301.P12 Human Development/Motivation to Learn	
<b>STANDARD 2.2:</b> processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs	INCR401	Understanding Rigor
<b>STANDARD 2.3:</b> knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills	INCR301.P12 Human Development/Motivation to Learn	
<b>STANDARD 2.4:</b> knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests	INCR304	Meeting the Needs of All Learners
<b>STANDARD 2.5:</b> knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.6:</b> procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning	INCR403 INCR404	Elements of Effective Lesson Planning Elements of Effective Instruction
<b>STANDARD 2.7:</b> strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.8:</b> strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.9:</b> strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success	INTL402	Teaching Strategies that Work
<b>STANDARD 2.10:</b> knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL204 INCR304	Teaching in a Diverse Classroom Meeting the Needs of All Learners
<b>STANDARD 2.11:</b> knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL407	Digital Tools in Today's Classrooms



# P–12 Course Alignment to Indiana Standard 3

## STANDARD 3: INSTRUCTIONAL PLANNING AND DELIVERY

Teachers of grades P–12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

STANDARD 3 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 3.1:</b> knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)</p>	<p>INCR402 INCR403 INTL404 INCR406 INTL703 INMT700</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K–12 Formal Assessment Children’s Literature Methods of Teaching Elementary Content in Grades K–6</p>
<p><b>STANDARD 3.2:</b> knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning</p>	<p>INCR402 INCR403</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning</p>
<p><b>STANDARD 3.3:</b> procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students’ characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences</p>	<p>INCR402 INCR403 INTL404 INTL409</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K–12 Using Data to Inform Instruction</p>
<p><b>STANDARD 3.4:</b> knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students’ active involvement in their learning.</p>	<p>INTL701 INTL402 INTL301 INCR407</p>	<p>Research-Based Strategies for Literacy Development Teaching Strategies that Work Strategies for Teaching English Language Learners Reading for the Elementary Teacher</p>
<p><b>STANDARD 3.5:</b> the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems</p>	<p>INTL402 INTL410 INCR405 INTL301</p>	<p>Teaching Strategies that Work Differentiating Instruction Questioning Strategies and Feedback Strategies for Teaching English Language Learners</p>
<p><b>STANDARD 3.6:</b> the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional</p>	<p>INTL302 INTL705</p>	<p>Strategies for Teaching Exceptional Learners Case Studies and Field Experiences in Reading in Grades K–6</p>
<p><b>STANDARD 3.7:</b> knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students</p>	<p>INTL410</p>	<p>Differentiating Instruction</p>

# P–12 Course Alignment to Indiana Standard 3

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STANDARD 3 SUBSETS	ALIGNED COURSEWORK
<p><b>STANDARD 3.8:</b> the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning</p>	<p>INCR301.P12 Human Development and Motivation to Learn            INCR403 Elements of Effective Lesson Planning            INTL410 Differentiating Instruction</p>
<p><b>STANDARD 3.9:</b> the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges</p>	<p>INTL403 The Integrated Curriculum            INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.10:</b> knowledge of the foundational elements of Response to Instruction (Rtl) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data</p>	<p>INTL410 Differentiating Instruction</p>
<p><b>STANDARD 3.11:</b> the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement</p>	<p>INTL403 The Integrated Curriculum            INTL402 Teaching Strategies that Work</p>
<p><b>STANDARD 3.12:</b> knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction</p>	<p>INTL404 Materials and Resources K- 12</p>
<p><b>STANDARD 3.13:</b> knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age</p>	<p>INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.14:</b> knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning</p>	<p>INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.15:</b> knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals</p>	<p>INCR405 Questioning Strategies and Feedback</p>
<p><b>STANDARD 3.16:</b> knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation</p>	<p>INCR301.P12 Human Development/Motivation to Learn            INCR405 Questioning Strategies and Feedback            INCR504 Developing a Respectful Learning Environment</p>

# P–12 Course Alignment to Indiana Standard 4

## STANDARD 4: ASSESSMENT

Teachers of grades P–12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

STANDARD 4 SUBSETS	ALIGNED COURSEWORK
<p><b>STANDARD 4.1:</b> fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results</p>	<p>INCR406 Formal Assessment INTL406 Tests and Measurement</p>
<p><b>STANDARD 4.2:</b> knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment</p>	<p>INCR403 Elements of Effective Lesson Planning INCR404 Elements of Effective Instruction</p>
<p><b>STANDARD 4.3:</b> knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional</p>	<p>INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment INTL409 Using Data to Inform Instruction INTL405 Accommodating Instruction for All Learners INTL301 Strategies for Teaching English Language Learners INTL302 Strategies for Teaching Exceptional Learners</p>
<p><b>STANDARD 4.4:</b> knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children’s development, interactions, strengths, and needs</p>	<p>INTL701 Research Based Strategies for Literacy Development INTL405 Accommodating Instruction for All Learners</p>
<p><b>STANDARD 4.5:</b> knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.6:</b> processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.7:</b> the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.8:</b> knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes</p>	<p>INTL201 Educator Professionalism INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment</p>

# P–12 Course Alignment to Indiana Standard 5

## STANDARD 5: LEARNING ENVIRONMENT

Teachers of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

STANDARD 5 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 5.1:</b> the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging</p>	<p>INCR502 INCR504</p>	<p>Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.2:</b> the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning</p>	<p>INCR501 INCR502 INCR504</p>	<p>Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.3:</b> the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning</p>	<p>INCR403 INCR404 INTL204</p>	<p>Elements of Effective Lesson Planning Elements of Effective Instruction Teaching in a Diverse Classroom</p>
<p><b>STANDARD 5.4:</b> knowledge of the characteristics and benefits of virtual learning environments, online environments, face- to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth</p>	<p>INCR502</p>	<p>Techniques of Classroom Management</p>
<p><b>STANDARD 5.5:</b> knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self- regulation, responsibility, and accountability</p>	<p>INCR501 INCR502 INCR504</p>	<p>Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.6:</b> the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs</p>	<p>INCR502</p>	<p>Techniques of Classroom Management</p>

# P–12 Course Alignment to Indiana Standard 6

## STANDARD 6: THE PROFESSIONAL ENVIRONMENT

Teachers of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

STANDARD 6 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 6.1:</b> the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.2:</b> knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities	INTL203 INTL204	Family and Community Engagement Teaching in a Diverse Classroom
<b>STANDARD 6.3:</b> the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children’s development and learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.4:</b> the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families	INTL203	Family and Community Engagement
<b>STANDARD 6.5:</b> the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community	INTL 407	Digital Tools In Today’s Classroom
<b>STANDARD 6.6:</b> the ability to participate effectively and productively as a member of a professional learning community	INTL201	Educator Professionalism
<b>STANDARD 6.7:</b> the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills	INTL201	Educator Professionalism
<b>STANDARD 6.8:</b> the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities	INTL201	Educator Professionalism
<b>STANDARD 6.9:</b> knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts	INCR202	Code of Ethics for Indiana Educators
<b>STANDARD 6.10:</b> knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts	INTL201 INCR202	Educator Professionalism Code of Ethics for Indiana Educators

# P–12 Course Alignment to Indiana Standard 7

## STANDARD 7: READING INSTRUCTION

Teachers of grades P–12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research, including:

STANDARD 7 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 7.1:</b> foundations of literacy development, including major scientifically based reading research (SBRR) theories and processes related to reading and writing development; the role of phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension in literacy development; and reading and writing skills required of students in the teacher's discipline or area of professional responsibility</p>	INTL701	Research Based Strategies for Literacy Development
<p><b>STANDARD 7.2:</b> essential components, skills, and practices of effective, developmentally appropriate reading instruction based on SBRR and RtI elements, including the ability to select evidence-based instructional strategies that are aligned to learning goals and student needs, to use ongoing student data to inform differentiated reading or reading-related instruction, and to collaborate with colleagues to coordinate content-area reading instruction across the curriculum that addresses the demonstrated needs and strengths of students</p>	INTL701	Research Based Strategies for Literacy Development
<p><b>STANDARD 7.3:</b> the ability to use evidence-based instructional practices to develop students' phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension in accordance with the teacher's area of professional responsibility</p>	INTL701	Research Based Strategies for Literacy Development
<p><b>STANDARD 7.4:</b> the ability to use evidence-based instructional practices to develop students' vocabulary and academic language related to content-area reading and writing in the teacher's discipline or area of professional responsibility</p>	INTL702	Content Area Literacy Instruction
<p><b>STANDARD 7.5:</b> the ability to use evidence-based skills and strategies for facilitating students' comprehension before, during, and after reading content-area texts in the teacher's discipline or area of professional responsibility</p>	INTL702	Content Area Literacy Instruction
<p><b>STANDARD 7.6:</b> the ability to use evidence-based instructional practices to advance students' recognition, analysis, and use of text structures and features to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies related to the teacher's discipline or area of professional responsibility</p>	INTL702	Content Area Literacy Instruction
<p><b>STANDARD 7.7:</b> the ability to use evidence-based instructional practices to develop students' writing skills in the teacher's discipline or area of professional responsibility</p>	INTL702	Content Area Literacy Instruction
<p><b>STANDARD 7.8:</b> the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development</p>	INTL702	Content Area Literacy Instruction

# Elementary Course Alignment to Indiana Standard 1

## STANDARD 1: STUDENT DEVELOPMENT AND DIVERSITY

Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

STANDARD 1 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 1.1:</b> major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K–6, and factors in the home, school, community, and broader environment that influence student development	INCR301	Child Development/Motivation to Learn
<b>STANDARD 1.2:</b> knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success	INCR301	Child Development/Motivation to Learn
<b>STANDARD 1.3:</b> typical developmental challenges for students in grades K–6 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges	INCR301	Child Development/Motivation to Learn
<b>STANDARD 1.4:</b> knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs	INTL204	Teaching in a Diverse Classroom
<b>STANDARD 1.5:</b> knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities	INCR303 INCR304	Special Populations in the Classroom Meeting the Needs of All Learners
<b>STANDARD 1.6:</b> processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners	INTL301	Strategies for Teaching English Language Learners

# Elementary Course Alignment to Indiana Standard 2

## STANDARD 2: LEARNING PROCESS

Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

STANDARD 2 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 2.1:</b> knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts	INCR301	Child Development/Motivation to Learn
<b>STANDARD 2.2:</b> processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs	INCR401	Understanding Rigor
<b>STANDARD 2.3:</b> knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills	INCR301	Child Development/Motivation to Learn
<b>STANDARD 2.4:</b> knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests	INCR304	Meeting the Needs of All Learners
<b>STANDARD 2.5:</b> knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.6:</b> procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning	INCR403 INCR404	Elements of Effective Lesson Planning Elements of Effective Instruction
<b>STANDARD 2.7:</b> strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.8:</b> strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.9:</b> strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success	INTL402	Teaching Strategies that Work
<b>STANDARD 2.10:</b> knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL204 INCR304	Teaching in a Diverse Classroom Meeting the Needs of All Learners
<b>STANDARD 2.11:</b> knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL407	Digital Tools in Today's Classrooms



# Elementary Course Alignment to Indiana Standard 3

## STANDARD 3: INSTRUCTIONAL PLANNING AND DELIVERY

Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

STANDARD 3 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 3.1:</b> knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)</p>	<p>INCR402 INCR403 INTL404 INCR406 INTL703 INMT700</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K- 12 Formal Assessment Children’s Literature Methods of Teaching Elementary Content in Grades K–6</p>
<p><b>STANDARD 3.2:</b> knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning</p>	<p>INCR402 INCR403</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning</p>
<p><b>STANDARD 3.3:</b> procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students’ characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences</p>	<p>INCR402 INCR403 INTL404 INTL409</p>	<p>Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K- 12 Using Data to Inform Instruction</p>
<p><b>STANDARD 3.4:</b> knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students’ active involvement in their learning.</p>	<p>INTL701 INTL402 INTL301 INCR407</p>	<p>Research-Based Strategies for Literacy Development Teaching Strategies that Work Strategies for Teaching English Language Learners Reading for the Elementary Teacher</p>
<p><b>STANDARD 3.5:</b> the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems</p>	<p>INTL402 INTL410 INCR405 INTL301</p>	<p>Teaching Strategies that Work Differentiating Instruction Questioning Strategies and Feedback Strategies for Teaching English Language Learners</p>
<p><b>STANDARD 3.6:</b> the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional</p>	<p>INTL302 INTL705</p>	<p>Strategies for Teaching Exceptional Learners Case Studies and Field Experiences in Reading in Grades K–6</p>
<p><b>STANDARD 3.7:</b> knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students</p>	<p>INTL410</p>	<p>Differentiating Instruction</p>

# Elementary Course Alignment to Indiana Standard 3

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STANDARD 3 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 3.8:</b> the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning</p>	<p>INCR403 INTL410</p>	<p>Elements of Effective Lesson Planning Differentiating Instruction</p>
<p><b>STANDARD 3.9:</b> the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges</p>	<p>INTL403 INTL407</p>	<p>The Integrated Curriculum Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.10:</b> knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data</p>	<p>INTL410</p>	<p>Differentiating Instruction</p>
<p><b>STANDARD 3.11:</b> the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement</p>	<p>INTL403 INTL402</p>	<p>The Integrated Curriculum Teaching Strategies that Work</p>
<p><b>STANDARD 3.12:</b> knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction</p>	<p>INTL404</p>	<p>Materials and Resources K- 12</p>
<p><b>STANDARD 3.13:</b> knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age</p>	<p>INTL407</p>	<p>Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.14:</b> knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning</p>	<p>INTL407</p>	<p>Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.15:</b> knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals</p>	<p>INCR405</p>	<p>Questioning Strategies and Feedback</p>
<p><b>STANDARD 3.16:</b> knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation</p>	<p>INCR301 INCR405 INCR504</p>	<p>Child Development/Motivation to Learn Questioning Strategies and Feedback Developing a Respectful Learning Environment</p>

# Elementary Course Alignment to Indiana Standard 4

## STANDARD 4: ASSESSMENT

Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

STANDARD 4 SUBSETS	ALIGNED COURSEWORK
<p><b>STANDARD 4.1:</b> fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results</p>	<p>INCR406 Formal Assessment INTL406 Tests and Measurement</p>
<p><b>STANDARD 4.2:</b> knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment</p>	<p>INCR403 Elements of Effective Lesson Planning INCR404 Elements of Effective Instruction</p>
<p><b>STANDARD 4.3:</b> knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional</p>	<p>INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment INTL409 Using Data to Inform Instruction INTL405 Accommodating Instruction for All Learners INTL301 Strategies for Teaching English Language Learners INTL302 Strategies for Teaching Exceptional Learners</p>
<p><b>STANDARD 4.4:</b> knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children’s development, interactions, strengths, and needs</p>	<p>INTL701 Research Based Strategies for Literacy Development INTL405 Accommodating Instruction for All Learners</p>
<p><b>STANDARD 4.5:</b> knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.6:</b> the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.7:</b> knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.8:</b> the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback</p>	<p>INTL201 Educator Professionalism INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment</p>

# Elementary Course Alignment to Indiana Standard 5

## STANDARD 5: LEARNING ENVIRONMENT

Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

STANDARD 5 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 5.1:</b> the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging</p>	<p>INCR502 INCR504</p>	<p>Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.2:</b> the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning</p>	<p>INCR501 INCR502 INCR504</p>	<p>Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.3:</b> the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning</p>	<p>INCR403 INCR404 INTL204</p>	<p>Elements of Effective Lesson Planning Elements of Effective Instruction Teaching in a Diverse Classroom</p>
<p><b>STANDARD 5.4:</b> knowledge of the characteristics and benefits of virtual learning environments, online environments, face- to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth</p>	<p>INCR502</p>	<p>Techniques of Classroom Management</p>
<p><b>STANDARD 5.5:</b> knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self- regulation, responsibility, and accountability</p>	<p>INCR501 INCR502 INCR504</p>	<p>Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment</p>
<p><b>STANDARD 5.6:</b> the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs</p>	<p>INCR502</p>	<p>Techniques of Classroom Management</p>

# Elementary Course Alignment to Indiana Standard 6

## STANDARD 6: THE PROFESSIONAL ENVIRONMENT

Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

STANDARD 6 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 6.1:</b> the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.2:</b> knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities	INTL203 INTL204	Family and Community Engagement Teaching in a Diverse Classroom
<b>STANDARD 6.3:</b> the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children’s development and learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.4:</b> the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families	INTL203	Family and Community Engagement
<b>STANDARD 6.5:</b> the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community	INTL 407	Digital Tools In Today’s Classroom
<b>STANDARD 6.6:</b> the ability to participate effectively and productively as a member of a professional learning community	INTL201	Educator Professionalism
<b>STANDARD 6.7:</b> the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills	INTL201	Educator Professionalism
<b>STANDARD 6.8:</b> the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities	INTL201	Educator Professionalism
<b>STANDARD 6.9:</b> knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts	INCR202	Code of Ethics for Indiana Educators
<b>STANDARD 6.10:</b> knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts	INTL201 INCR202	Educator Professionalism Code of Ethics for Indiana Educators

# Secondary Course Alignment to Indiana Standard 1

## STANDARD 1: STUDENT DEVELOPMENT AND DIVERSITY

Teachers at the secondary level have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

STANDARD 1 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 1.1:</b> major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades 5-12, and factors in the home, school, community, and broader environment that influence student development	INCR302	Adolescent Development/Motivation to Learn
<b>STANDARD 1.2:</b> knowledge of students' developmental characteristics and developmental variation for students in grades 5-12, and the ability to use this knowledge to inform instructional decision making and promote student success	INCR302	Adolescent Development/Motivation to Learn
<b>STANDARD 1.3</b> typical developmental challenges for students in grades 5-12 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges	INCR302	Adolescent Development/Motivation to Learn
<b>STANDARD 1.4:</b> knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs	INTL204	Teaching in a Diverse Classroom
<b>STANDARD 1.5:</b> knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities	INCR303 INCR304	Special Populations in the Classroom Meeting the Needs of All Learners
<b>STANDARD 1.6:</b> processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners	INTL301	Strategies for Teaching English Language Learners

# Secondary Course Alignment to Indiana Standard 2

## STANDARD 2: LEARNING PROCESS

Teachers at the secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

STANDARD 2 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 2.1:</b> knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts	INCR302	Adolescent Development/Motivation to Learn
<b>STANDARD 2.2:</b> processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs	INCR401	Understanding Rigor
<b>STANDARD 2.3:</b> knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.4:</b> procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning	INCR403 INCR404	Elements of Effective Lesson Planning Elements of Effective Instruction
<b>STANDARD 2.5:</b> strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.6:</b> strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	INTL402 INTL410	Teaching Strategies that Work Differentiating Instruction
<b>STANDARD 2.7:</b> strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success	INTL402	Teaching Strategies that Work
<b>STANDARD 2.8:</b> knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL402 INCR304	Teaching Strategies that Work Meeting the Needs of All Learners
<b>STANDARD 2.9:</b> knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	INTL407	Digital Tools in Today's Classrooms

# Secondary Course Alignment to Indiana Standard 3

## STANDARD 3: INSTRUCTIONAL PLANNING AND DELIVERY

Teachers at the secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

STANDARD 3 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 3.1:</b> knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)	INCR402 INCR403 INTL404 INCR406	Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K- 12 Formal Assessment
<b>STANDARD 3.2:</b> knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning	INCR402 INCR403	Understanding the Indiana Academic Standards Elements of Effective Lesson Planning
<b>STANDARD 3.3:</b> procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences	INCR402 INCR403 INTL404 INTL409	Understanding the Indiana Academic Standards Elements of Effective Lesson Planning Materials and Resources K- 12 Using Data to Inform Instruction
<b>STANDARD 3.4:</b> knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning.	INTL702 INTL402 INTL301 INCR408	Content Area Literacy Instruction Teaching Strategies that Work Strategies for Teaching English Language Learners Reading for the Secondary Teacher
<b>STANDARD 3.5:</b> the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems	INTL402	Teaching Strategies that Work
<b>STANDARD 3.6:</b> the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional	INTL410 INCR405 INTL301 INTL302	Differentiating Instruction Questioning Strategies and Feedback Strategies for Teaching English Language Learners Strategies for Teaching Exceptional Learners
<b>STANDARD 3.7:</b> knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students	INTL410	Differentiating Instruction



# Secondary Course Alignment to Indiana Standard 3

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STANDARD 3 SUBSETS	ALIGNED COURSEWORK
<p><b>STANDARD 3.8:</b> the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning</p>	<p>INCR403 Elements of Effective Lesson Planning INTL410 Differentiating Instruction</p>
<p><b>STANDARD 3.9:</b> the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges</p>	<p>INTL403 The Integrated Curriculum INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.10:</b> knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data</p>	<p>INTL410 Differentiating Instruction INTL302 Strategies for Teaching Exceptional Learners</p>
<p><b>STANDARD 3.11:</b> the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement</p>	<p>INTL403 The Integrated Curriculum INTL402 Teaching Strategies that Work</p>
<p><b>STANDARD 3.12:</b> knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction</p>	<p>INTL404 Materials and Resources K-12</p>
<p><b>STANDARD 3.13:</b> knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age</p>	<p>INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.14:</b> knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning</p>	<p>INTL407 Digital Tools in Today's Classrooms</p>
<p><b>STANDARD 3.15:</b> knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals</p>	<p>INCR405 Questioning Strategies and Feedback</p>
<p><b>STANDARD 3.16:</b> knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation</p>	<p>INCR302 Adolescent Development and Motivation to Learn INCR405 Questioning Strategies and Feedback INCR504 Developing a Respectful Learning Environment</p>

# Secondary Course Alignment to Indiana Standard 4

## STANDARD 4: ASSESSMENT

Teachers at the secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

STANDARD 4 SUBSETS	ALIGNED COURSEWORK
<p><b>STANDARD 4.1:</b> fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results</p>	<p>INCR406 Formal Assessment INTL406 Tests and Measurement</p>
<p><b>STANDARD 4.2:</b> knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment</p>	<p>INCR403 Elements of Effective Lesson Planning INCR404 Elements of Effective Instruction</p>
<p><b>STANDARD 4.3:</b> knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional</p>	<p>INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment INTL409 Using Data to Inform Instruction INTL405 Accomodating Instruction for All Learners INTL301 Strategies for Teaching English Language Learners INTL302 Strategies for Teaching Exceptional Learners</p>
<p><b>STANDARD 4.4:</b> knowledge of the use of Rtl foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.5:</b> the ability to apply skills and strategies for engaging students in reflection, self-assessment, and goal setting</p>	<p>INTL409 Using Data to Inform Instruction</p>
<p><b>STANDARD 4.6:</b> the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback</p>	<p>INTL201 Educator Professionalism INCR405 Questioning Strategies and Feedback INCR406 Formal Assessment</p>

# Secondary Course Alignment to Indiana Standard 5

## STANDARD 5: LEARNING ENVIRONMENT

Teachers at the secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

STANDARD 5 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 5.1:</b> the ability to apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging	INCR502 INCR504	Techniques of Classroom Management Developing a Respectful Learning Environment
<b>STANDARD 5.2:</b> the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning	INCR501 INCR502 INCR504	Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment
<b>STANDARD 5.3:</b> the ability to apply skills and strategies for planning and adapting learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning	INCR403 INCR404 INTL204	Elements of Effective Lesson Planning Elements of Effective Instruction Teaching in a Diverse Classroom
<b>STANDARD 5.4:</b> knowledge of the characteristics and benefits of virtual learning environments, online environments, face- to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth	INCR502	Techniques of Classroom Management
<b>STANDARD 5.5:</b> knowledge of various classroom management approaches, including relationships between specific management practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability	INCR501 INCR502 INCR504	Theories of Classroom Management Techniques of Classroom Management Developing a Respectful Learning Environment
<b>STANDARD 5.6:</b> the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs	INCR502	Techniques of Classroom Management

# Secondary Course Alignment to Indiana Standard 6

## STANDARD 6: THE PROFESSIONAL ENVIRONMENT

Teachers at the secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

STANDARD 6 SUBSETS	ALIGNED COURSEWORK	
<b>STANDARD 6.1:</b> the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.2:</b> the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children’s development and learning	INTL203 INTL201	Family and Community Engagement Educator Professionalism
<b>STANDARD 6.3:</b> the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community	INTL 407	Digital Tools In Today’s Classroom
<b>STANDARD 6.4:</b> the ability to participate effectively and productively as a member of a professional learning community	INTL201	Educator Professionalism
<b>STANDARD 6.5:</b> the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills	INTL201	Educator Professionalism
<b>STANDARD 6.6:</b> the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities	INTL201	Educator Professionalism
<b>STANDARD 6.7:</b> knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts	INCR202	Code of Ethics for Indiana Educators
<b>STANDARD 6.8:</b> knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts	INTL201 INCR202	Educator Professionalism Code of Ethics for Indiana Educators

# Secondary Course Alignment to Indiana Standard 7

## STANDARD 7: READING INSTRUCTION

Teachers at the secondary level have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research, including:

STANDARD 7 SUBSETS	ALIGNED COURSEWORK	
<p><b>STANDARD 7.1:</b> foundations of content-area and disciplinary literacy in adolescence, including major scientifically based reading research (SBRR) theories and processes related to content-area reading and writing development in adolescence, the role of motivation in adolescent literacy development, and reading and writing skills required of students in the teacher’s discipline</p>	INTL702	Content Area Literacy Instruction
<p><b>STANDARD 7.2:</b> skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including the ability to select evidence-based instructional strategies that are aligned to learning goals and student needs, to use ongoing student data to inform reading-related instruction, and to collaborate with colleagues to coordinate content-area reading instruction across the curriculum that addresses the demonstrated needs and strengths of students</p>	INTL702 INTL409	Content Area Literacy Instruction Using Data to Inform Instruction
<p><b>STANDARD 7.3:</b> the ability to use evidence-based instructional practices to develop students’ vocabulary and academic language related to content-area reading and writing in the teacher’s discipline</p>	INTL702 INTL707	Content Area Literacy Instruction Practicum in Content Literacy
<p><b>STANDARD 7.4:</b> the ability to use evidence-based skills and strategies for facilitating students’ comprehension before, during, and after reading content-area texts in the teacher’s discipline</p>	INTL702 INTL707	Content Area Literacy Instruction Practicum in Content Literacy
<p><b>STANDARD 7.5:</b> the ability to use evidence-based instructional practices to advance students’ recognition, analysis, and use of text structures and features to deepen comprehension, and to develop students’ text-based reading skills and their use of comprehension strategies related to the teacher’s discipline</p>	INTL702 INTL707	Content Area Literacy Instruction Practicum in Content Literacy
<p><b>STANDARD 7.6:</b> the ability to use evidence-based instructional practices to develop students’ writing skills in the teacher’s discipline</p>	INTL702 INTL707	Content Area Literacy Instruction Practicum in Content Literacy
<p><b>STANDARD 7.7:</b> the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students’ literacy development, and engages all students as agents in their own literacy development</p>	INTL702 INTL707	Content Area Literacy Instruction Practicum in Content Literacy

# Introductory Coursework



## **INCR000**

### Field Experiences and Reflections

Candidates preparing to become teachers must engage in approved classroom observation and reflection experiences. Indiana Teachers has partnered with a highly diverse district to film classrooms representative of the typical classroom. Candidates will engage in both on-site and on-line observations and write reflective essays for each observation.

## **INCR101**

### Preparing for the Profession

This course prepares prospective educators for the teaching profession by analyzing the routes to acquiring professional educator certification. It includes descriptions of the types of certificates available and describes the expectations for novice educators entering the job market, while providing an overview of the resources Indiana Teachers provide in support of our candidates. This course is individualized for each state program.

# The Teacher

## **INCR201**

### Qualities of Effective Teachers

This course identifies the qualities of effective teachers and describes how such qualities promote student achievement. It emphasizes the need for sound professional development and confirms the ultimate impact of effective teachers on students' motivation to learn.

## **INCR202**

### The Indiana Educator Code of Ethics

Based on the Model Code of Ethics for Educators (MCEE), this course provides a thorough understanding of the professional codes and standards of ethical behavior expected of educators.

## **INTL201**

### Educator Professionalism

Building on The Code of Ethics, this course extends the concept of ethical behavior to include professionalism in the educational environment. Professional behavior between the teacher and parents, the teacher and the community, the teacher and students, and the teacher and co-workers and administration is examined in depth.

## **INNT700.1**

### Comprehensive Project: The Teacher

This course introduces the culminating project in which the candidate demonstrates an understanding of the teacher as role model. Candidates will submit a research paper as evidence of understanding the teacher's responsibility to the student, the family, and the profession.



## **INCR301.P12**

### **Human Development and Motivation to Learn**

This course is designed for candidates who are certifying for P-12. It examines the stages of human development and the variables affecting students' motivation to learn. Six variables of motivation are considered, including extrinsic/intrinsic motivation, level of concern, interest, knowledge of results, feeling tone, and success.

## **INCR301**

### **Child Development and Motivation to Learn**

This course is designed for candidates who are certifying for grades 1-5. It examines the development of children, ages 6-11, the stages of human development, and the variables affecting students' motivation to learn. Six variables of motivation are considered, including extrinsic/intrinsic motivation, level of concern, interest, knowledge of results, feeling tone, and success.

## **INCR302**

### **Adolescent Development and Motivation to Learn**

This course presents educational theories on adolescent development, including physical, emotional, and cognitive developmental aspects, as well as the variables surrounding a student's motivation to learn. Six variables of motivation are considered as they apply to adolescent behavior, including extrinsic/intrinsic motivation, level of concern, interest, knowledge of results, feeling tone, and success.

## **INCR303**

### **Special Populations in the Classroom**

This course presents an overview of the characteristics and needs of diverse populations in the classroom. Populations of focus include English Language Learners, Special Education, Gifted and Talented, the Economically Disadvantaged, and those students identified as "At-Risk" for educational failure.



## **INCR304**

### **Meeting the Needs of All Learners**

This course introduces candidates to strategies for accommodating learning activities and the learning environment. Candidates learn to meet the needs of English language learners, students served by Special Education, students served in the Gifted and Talented program, economically disadvantaged students, and students at-risk for educational failure. Candidates apply strategies for accommodating instruction and instructional activities, while maintaining alignment to State standards.

## **INNT700.2**

### **Comprehensive Project: The Learner**

The candidate will observe classrooms in the chosen subject area/grade level and apply theories of child development to the observation of teaching strategies, activities and materials in a research paper.



# Planning Instruction

## **INCR401**

### Understanding Rigor

Bloom's Taxonomy is introduced as the key to developing critical thinking. Candidates learn to recognize different cognitive levels and questions, and identify activities and assessments that focus on developing students who think critically.

## **INCR402**

### Understanding the Indiana Academic Standards

This course introduces candidates to the foundation of student learning in the state, the state academic content standards. This course is aligned to the individual state standards and is specific to each state. Both structure and sequence of the standards are examined, and candidates will apply learning from Bloom's Taxonomy to the standards and identify the levels of cognitive thought required by the standards.

## **INCR403**

### Elements of Effective Lesson Planning

This course focuses on understanding the importance of planning instruction that is aligned to state content and performance standards. Candidates will hone the skill of developing instructional goals and objectives that are clear, relevant, meaningful, age appropriate, and measurable. Candidates will plan lessons that are aligned to state standards, include instructional activities that are age-appropriate and aligned to learning outcomes, and develop formative and summative assessments aligned to stated learning objectives and the state standard.

## **INNT700.3**

### Comprehensive Project: Planning Instruction

Candidates use the direct instruction lesson planning model to create three (3) lesson plans using three different standards from the chosen content area.



# Instructional Strategies

## **INCR404**

### Elements of Effective Instruction

This course focuses on understanding the importance of delivering instruction that is aligned to state content and performance standards. It emphasizes the development of instructional goals and objectives that are clear, relevant, meaningful, and age appropriate, and assessing learning both informally and formally.

## **INCR407**

### Reading for the Elementary Teacher

This course provides an overview of components that are essential for elementary reading instruction. It addresses information about alphabetic principle and phonemic awareness, phonics, fluency, vocabulary instruction, comprehension, and text structures. In addition, the laws and interventions associated with dyslexia and related disorders are addressed as they relate to the elementary learner.

## **INCR408**

### Reading for the Secondary Teacher

This course provides an overview of the reading strategies associated with secondary students in the content areas: getting ready to read, engaging in reading, and reacting to reading. In addition, it addresses research-based strategies for assisting struggling readers, English language learners, and Special Education students. Characteristics and interventions associated with dyslexia are also addressed.

## **INTL402**

### Teaching Strategies that Work

This course covers best practices in education, such as Cooperative Learning, Thematic Instruction, Problem Based Learning, and other teaching strategies appropriate for all content areas. Candidates become thoroughly familiar with the appropriate strategies to use for various types of instruction, both whole group and small group, as well as methods that motivate and engage learners.

## **INTL410**

### Differentiating Instruction

This course addresses the essential elements of differentiation as they relate to teaching and learning. Differentiation is explored

through content, process, product, and context, and is designed to prepare candidates to meet the educational needs of all children.

## **INTL407**

### Digital Tools for Today's Classroom

This course addresses the integration and utilization of technology in the classroom for the purpose of increasing student achievement. Technology is identified as a tool for learning, and students are ultimately expected to use technology tools as easily as they use pencils, scissors, and paper. The course provides examples for using technology to deepen student learning through effective practices and knowledge of digital tools in the learning environment.

## **INTL404**

### Materials and Resources in Grades P-12

This course describes selection of materials and resources for use in instruction and assessment, a critical skill for teachers. Candidates are exposed to the textbook selection process, appropriate utilization of ancillary materials, and strategies for determining developmentally appropriate materials and resources for differentiating instruction for all learners.

## **INTL403**

### The Integrated Curriculum

This course is designed to educate candidates in the area of planning cross-curricular lessons, while utilizing content and standards from content areas other than their own. The importance of making connections for students, addressing rigor in varied content areas, and creating authentic assessments of multiple standards is emphasized.

## **INNT700.4**

### Comprehensive Project: Instructional Strategies

This is the second section of the lesson planning project which requires candidates to use feedback and scoring received on the first rendering of lesson plans, as well as previously gained knowledge from coursework to determine appropriate teaching strategies, technology, differentiation, and literacy strategies for lessons generated.

# Assessing Learning



## **INCR405**

### Questioning Strategies and Feedback

This course describes both formal and informal questioning strategies. Candidates are introduced to the importance of quality feedback and the use of skillful questioning techniques that will promote success in the classroom.

## **INCR406**

### Formal Assessment

Throughout this course, candidates are exposed to a variety of assessment methods appropriate for evaluating student achievement of goals and objectives. It emphasizes creating assessments that promote self-monitoring and self-assessment, while also exposing the candidate to state assessments and the functionality of the state accountability system.

## **INTL409**

### Using Data to Inform Instruction

This course focuses on the importance of understanding the concept development of individual students through the use of data and planning instruction that is individualized for the individual learner. Both formative and summative data is examined, and the importance of using that data to plan instruction for all learners is emphasized.

## **INNT700.5**

### Comprehensive Project: Assessing Learning

The final evaluation of the lesson planning project, candidates are evaluated on the question stems, learning activities, assessment, and accommodations included in the lesson plans previously submitted. Candidates submit three lesson plans for initial feedback, revise, and submit for final evaluation.

# The Learning Environment



## **INCR501**

### Theories of Classroom Management

This course serves as an introduction to the components of an effective classroom management plan. Candidates are provided theories leading to four management styles, as well as the research supporting those theories. Creating and maintaining a positive classroom climate, promoting high expectations and respecting the diversity of students is emphasized.

## **INCR502**

### Techniques of Classroom Management

This course addresses the teacher's role in managing the classroom as well as the procedures that are necessary for a well-functioning environment. Candidates will focus on the procedures, physical environment, time management, and records management required for managing a classroom effectively and efficiently.

## **INCR503**

### Applying Classroom Management Strategies

This course explores theories of classroom management, while applying them to a fictitious group of students who exhibit varying behavioral difficulties. Candidates are presented with scenarios and provided specific recommendations for addressing management issues.

## **INCR504**

### Developing a Respectful Learning Environment

This course is written from both an elementary and secondary perspective and builds on concepts presented in the first 12 hours of classroom management. Content focuses on the importance of building relationships for the purpose of influencing student behavior and establishing a healthy social-emotional learning environment.

## **INNT700.6**

### Comprehensive Project: The Learning Environment

The Learning Environment project requires the teacher to analyze an in-depth case study and identify the best-practices classroom management the teacher is utilizing. Candidates are also required to create a list of resources for students, teachers and parents, addressing at least 5 issues facing children today. Candidates must then create a professional development presentation using the technology tools of their choice.

# Methodology of Teaching Content

## **INMT700.P12**

### Methods of Teaching P–12 Content

This course is designed to prepare candidates for teaching students on an all-level certificate. Research-based methods of teaching art, physical education, music, health and technical applications are examined. Candidates are expected to apply learning in lesson planning, instruction and assessment in a classroom environment.

## **INMT702**

### Methods of Teaching Elementary Content

This course is designed to prepare candidates for teaching elementary level students. Research-based methods, focused on both coursework and seminars are specifically designed for specialization in elementary education.

## **INMT704**

### Methods of Teaching ELA 5–12

This course prepares candidates for teaching ELA to students grades 5–12. Research-based methods specifically designed for the ELA teacher are examined, and candidates engage in both coursework and seminars specific to teaching this subject and age group.

## **INMT705**

### Methods of Teaching Math 5–12

This course prepares candidates for teaching Mathematics to students, grades 5–12. Research-based methods specifically designed for the Mathematics teacher are examined, and candidates engage in both coursework and seminars specific to teaching this subject and age group.



## **INMT706**

### Methods of Teaching Science 5–12

This course trains candidates in research-based methods specifically designed for the Biological or Physical Science teacher. Candidates engage in both coursework and seminars specific to teaching Science in grades 5–12.

## **INMT707**

### Methods of Teaching World Languages

This course is designed to prepare candidates for teaching world languages. Research-based methods, focused on both coursework and seminars are specifically designed for specialization in world languages.

# Phase 2 Coursework



## **INTL701**

### **Research Based Strategies for Literacy Development**

This course develops the concepts of previously introduced literacy instruction. Multiple approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience.

## **INTL702**

### **Content Area Literacy Instruction**

In this course, candidates learn instructional strategies for engaging students and assisting them in comprehending complex instructional text. Candidates learn the importance of text discussions, strategies for developing vocabulary in the content area, reading different text formats, increasing metacognitive skills when reading, and the active processes skilled readers use before, during and after engaging with text. Candidates will focus on content specific texts at the grade level in which they are certifying.

## **INTL707**

### **Practicum in Content Literacy**

During this course, candidates will apply theories and utilize the materials and strategies learned throughout the course to create lessons for developing content literacy in their own lesson plans. Teaching candidates should effectively implement classroom literacy instruction in a manner that supports authentic language experiences for students that are rich in meaning.

## **INTL305**

### **Developing English Language Proficiency**

This course introduces the candidate to English language acquisition. Candidates are exposed to a variety of instructional strategies and activities, as well as research-based best practices for leading students to acquisition of language. Candidates will develop effective lesson plans and learn how to accommodate instruction and develop assessments that meet the needs of ELLs.

## **INTL301**

### **Strategies for Teaching English Language Learners**

This course encompasses data-driven strategies for teaching English Language Learners. This course addresses both conversational and academic language and how to develop such language with diverse learners. Different groups of diverse learners are identified, and candidates are taught how to utilize language and content to make academic content comprehensible for all learners.

## **INTL204**

### **Teaching in a Diverse Classroom**

This course examines society's cultural diversity as it is reflected in the classroom. Topics include the study of major cultures and their influence on lifestyle, behavior, learning, intercultural communication, and teaching, as well as the psychosocial stressors encountered by diverse cultural groups. Candidates explore the many outside resources that are available to teachers, and discover the impact of such resources on student achievement.

## **INTL302**

### **Strategies for Teaching Exceptional Students**

This course provides an in-depth examination of each of the thirteen categories of disabilities. Candidates will research specific learning disabilities, emotional disturbances, intellectual disabilities, health impairments, orthopedic impairments, or traumatic brain injuries in each of the specific disabilities. Common traits and educational challenges are also presented.

# Phase 2 Coursework (continued)

## **INTL405**

### **Accommodating Instruction for All Learners**

Candidates learn to distinguish between accommodations and modification, explore a variety of possible accommodations depending on student skill deficit and how to plan, implement and evaluate accommodation successfulness. The course emphasizes the importance of observation and documentation of student learning, use of the RtI process, and the importance of the Indiana Growth Model in understanding student growth.

## **INTL203**

### **Family and Community Engagement**

This course is designed to enlighten the novice teacher regarding the vital role played by parents, families, and communities in student learning and achievement. Candidates will research strategies that develop strong family-school relationships, and develop a plan to fully engage parents in the educational life of the student.

## **INTL703**

### **Children's Literature**

This course explores children's literature as it relates to the promotion of literacy in in the areas of both reading and writing. Candidates will understand the importance of cross-curricular connections as well as extra-curricular interests in the development of literacy skills for student success.

## **INTL705**

### **Case Studies and Field Experiences in Reading in Grades K-6**

During this course, candidates will focus attention on students in a classroom who experience reading difficulties. They will research students' educational backgrounds and identify appropriate strategies for addressing reading difficulties. The course will include the development of an individualized learning plan for each struggling student.



## **INNT701**

### **Applied Teaching and Learning: The Residency**

This course is the culminating experience of the program. Candidates are evaluated by both field supervisors and district/campus personnel, using the evaluation instrument of the employing district. Candidates must successfully complete a year of authentic teaching field experience, while completing all coursework and passing all required certification tests to be recommended for a Practitioner License.

INDIANA  
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TEACHER CERTIFICATION

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# Appendix E



# Program Outline

- ▼ **ADMISSION**
  - Hold a Bachelor's Degree or higher from accredited institution
  - Official transcripts with degree conferred and a 3.0 GPA or 2.5 with exemptions. *Exemptions and all admission options are listed on the Indiana Department of Education Transition to Teaching webpage at <http://www.doe.in.gov/licensing/transition-teaching-permit>*
  - U.S. Citizen
  - Completed application to Indiana Teachers
  - Interview with Indiana Teachers personnel
  - Completed Indiana Teachers Screening Instrument
  - Achieve a passing score on the CASA assessments or meet an approved alternative

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- ▼ **UPON ADMISSION**
  - Receive Indiana Teachers Letter of Acceptance
  - Begin seeking employment
  - Receive ongoing and continual support from Indiana Teachers team of advisors
  - Automatic enrollment in Phase I: Classroom Readiness Training and Field Based Experience *80% or higher on all coursework*

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- ▼ **APPLY FOR TRANSITION TO TEACHING PERMIT**
  - Get hired by an Indiana School Corporation
  - Receive Letter of Eligibility issued by Indiana Teachers to present to the Indiana Department of Education (IDOE) along with application for the Transition to Teaching Permit
  - Complete and provide evidence of valid CPR/AED/Heimlich certification and Suicide Prevention Training Certificate along with application for the Transition to Teaching Permit to the IDOE
  - Continue Phase I: Classroom Readiness Training

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- ▼ **UPON EMPLOYMENT**
  - Automatic enrollment in Phase II: Excellence in Teaching and Learning
  - The first year of employment during the 2-year Indiana Teacher Residency Program will be known as the Internship Year. The Internship Year will be under the guidance of Indiana Teachers
  - Assignment of Field Supervisor who will collaborate with the Building Level Administrator for continuous support throughout Internship Year
  - Teach for two full academic school-years on the Transition to Teaching Permit, known as the Teacher Residency Program, with full salary and benefits

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- ▶ **CREDENTIAL FOR SUBMISSION FOR PRACTITIONER LICENSE**
  - Completion of all coursework, including Classroom Readiness Training, Excellence in Teaching and Learning, and the Internship Year
  - Achieve a passing score of 220 on all appropriate required content area and pedagogy assessments(s)
  - Receive positive recommendation by Building Level Administrator and Field Supervisor at the end of the Internship Year
  - Successfully teach for two full academic years on the Transition to Teaching Permit
  - Indiana Teachers will provide a Letter of Completion and Transcript of Coursework completed to be presented to the IDOE for recommendation of Practitioner License at the end of the Teacher Residency Program

# Appendix F





HANDLING CONFLICT						ADDITIONAL COMMENTS
5. In a disagreement, I think it is important to follow my gut and stand firm, regardless of the other person's point of view.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
6. In a conflict, I try to convince the other person to see my point of view, and try to see their point of view.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
7. When my colleagues and I have a difference of opinion, I usually go with the majority rule.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
SCORE: (HIGH SCORE: 15, LOW SCORE:3)						

ACCEPTING FEEDBACK						ADDITIONAL COMMENTS
8. I get discouraged when someone tells me I haven't done my best.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
9. When someone offers me a suggestion about how to improve my work, I feel like they are degrading me.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
SCORE: (HIGH SCORE: 10, LOW SCORE:2)						

PLANNING & PREPARATION						ADDITIONAL COMMENTS
10. I believe it is important to be highly structured with my time and leave little time for flexibility.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
11. In teaching, being spontaneous is more important than planning.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
SCORE: (HIGH SCORE: 10, LOW SCORE:2)						

EVIDENCE OF HIGH EXPECTATIONS						ADDITIONAL COMMENTS
12. Use of different teaching styles with some students may mean you have to lower your standards for their performance.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
13. Some students are simply not able to meet learning objectives.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
14. You really can't motivate people; they're either interested or they're not.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Undecided <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	
SCORE: (HIGH SCORE: 15, LOW SCORE:3)						

# Appendix G



Name \_\_\_\_\_  Maiden Name (if appl.) \_\_\_\_\_  Date of Birth \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_  State \_\_\_\_\_  ZIP \_\_\_\_\_  
 Home Phone \_\_\_\_\_  Cell Phone \_\_\_\_\_  
 Social Security Number \_\_\_\_\_  Email Address \_\_\_\_\_

Ethnicity (optional)       Race (optional)       Gender (optional)

Hispanic or Latino       White       Native Hawaiian or Other Pacific Islander       Male  
 Not Hispanic or Latino       Hispanic or Latino       Asian / Pacific Islander       Female  
 Black or African American       Other

Please Select at Least One Age-Range:  Elementary Education (K-6)  Secondary Education (5-12)  All Level (P-12)

Area of Interest:  Math  Science  Special Education  Bilingual  English  Elementary  Other \_\_\_\_\_

## Educational Background

List colleges and universities attended:

Institution	Country	Dates Attended	Degree	Major
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## Professional Background

List previous employment:

Employer	Title	Job Description	Date
_____	_____	_____	_____
_____	_____	_____	_____

Have you ever worked as a substitute, teacher aide, or as a teacher on a temporary license?  Yes  No

If yes:  Substitute      District \_\_\_\_\_ Year(s) \_\_\_\_\_  
 Teacher Aide      District \_\_\_\_\_ Year(s) \_\_\_\_\_  
 Conditional License      District \_\_\_\_\_ Year(s) \_\_\_\_\_

Have you ever been enrolled in a teacher preparation program?  Yes  No Program \_\_\_\_\_

Has a district already made you an offer to teach?  Yes  No District \_\_\_\_\_

How did you hear about us?  Referral \_\_\_\_\_  INDOE  Internet  Billboards  Job Fair  \_\_\_\_\_  
(Name)

*Legal and criminal background records check: The State of Indiana, as well as school districts, will conduct a background check before you are certified and allowed to teach. Any negative legal history, as they interpret and define it, may/will jeopardize your ability to teach and/or be employed. Refer to the Indiana Department of Education for further information regarding the Criminal Background Check.*

Signature \_\_\_\_\_  Date \_\_\_\_\_

# Appendix H



# INDIANA TEACHERS

TEACHER CERTIFICATION

## Indiana Teachers Candidate Enrollment Agreement

I, \_\_\_\_\_ (“Intern”) desire to be enrolled in the Indiana Teachers certification program provided by Indiana Teachers of Tomorrow, LLC (“Indiana Teachers” or “Program”). In consideration of services rendered, Intern agrees to pay to Indiana Teachers a fee not to exceed \$4,295.00 (“the Fee”). The Fee will be paid according to the terms and conditions set out below:

1. Intern agrees to pay initial deposit of \$295.00 upon executing this document (or \$195.00 ‘Student Special,’ or any other discounted deposit offered at the time of payment, if applicable). The remainder of the Fee as it is incurred shall be paid through monthly payroll deductions or by ACH in an amount to be determined by Indiana Teachers and school or district (but not to exceed the program amount) beginning on the date Intern becomes first employed and ending on the date the full amount of the Fee is paid. The Fee shall be incurred and paid on a monthly basis and, whenever possible, shall **be paid within the Intern’s first year of employment (“Internship Year”) as a teacher during the 2-year Indiana Teacher Residency Program**. The Fee shall be incurred on a monthly basis only during a month when the Intern is employed as a certified teacher in an Indiana school while enrolled in the Program, in a monthly amount that is a proration of the maximum amount of \$4,295.00 obtained by dividing the total Fee by the number of months remaining during the Intern’s first full academic year of the Teacher Residency Program, referred to as the Internship Year. The initial deposit is not refundable. Intern agrees to execute a payroll deduction or ACH authorization in the favor of Indiana Teachers. **Note: A delayed initial ACH or payroll deduction may result in a larger monthly portion of the Fee being incurred.**
2. Intern is responsible for making monthly payments up to the total amount of Fee regardless of whether the district where Intern is employed offers a payroll deduction. Automated payment will be set up by payroll deduction or by ACH authorizations as determined by Indiana Teachers. Intern agrees to execute a binding agreement to setup automated, electronic monthly bank drafts (“ACH”) from Intern’s account to deposit into Indiana Teachers’ account through debit entries initiated by Indiana Teachers on a checking or savings account provided by Intern, via electronic funds transfer. The amount of each payroll deduction or ACH draft is to be determined by Indiana Teachers.
3. Intern will be responsible to Indiana Teachers for the total amount of the Fee incurred regardless of whether Intern changes employment to a different school or district. Intern authorizes Indiana Teachers to deduct monthly amounts from Intern’s pay at any school or district where Intern may be employed. If Intern falls behind on payments during the Internship Year, any charges pursuant to the ACH authorization are rejected for insufficient funds or Intern has an outstanding balance due at the end of Intern’s Internship year, Indiana Teachers will not recommend an extension of the Indiana Teachers Program into year two of the Indiana Teacher Residency Program. Intern is expected to complete all necessary Program requirements within 12 months from start date of employment (Internship Year). If after 12 months after the start date of employment, Intern requires an extension of enrollment in the Program, Intern will incur additional extension fees that will become due and payable to the Program. Intern shall be responsible for the payment of applicable extension fees at a rate of \$2,500 per year to finish individual Indiana Teachers Program requirements or upon the recommendation of the employing principal to extend the Internship Year requirements and supervision. Such extension fees shall be paid in monthly installments in the manner detailed above for the initial Fee. In the event of a program extension, Intern agrees to execute a binding agreement to authorize regularly scheduled charges to the Visa, MasterCard, American Express, or Discover credit card identified by Intern, or setup automated, electronic monthly bank drafts (ACH) from Intern’s account to deposit into Indiana Teachers’ account through debit entries initiated by Indiana Teachers on a checking or savings account provided by Intern, via electronic funds transfer. Please refer to the student catalog for further explanation of extension policy.
4. For the Intern to be “Recommended” by Indiana Teachers for the Practitioner License upon completion of the 2-year Indiana Teacher Residency Program after the Internship Year, the Intern must meet all the requirements and specifications of the Indiana

Teachers Program as mandated by Indiana Teachers (both written and orally), as well as that of other state and/or regulatory bodies. This includes, but is not limited to, attending training sessions, any online requirements and any mandatory review sessions for exams. Indiana Teachers has the full authority to approve/disapprove Intern for any content exam. Content exams outside of certification area are not allowed during internship period. **All final recommendations for certification will be held for 30 days after any final ACH payment is received to insure bank approval of the transfer. Additionally, prior to issuance of the Indiana Teachers letter of completion, the Fee must be paid in full, including initial Fee and any applicable extension fees.**

5. Indiana Teachers does NOT guarantee employment for Intern. Intern is responsible for all aspects of obtaining employment. Indiana Teachers reserves right to not accept and to discharge any applicant or Intern from the Program at any time for reasons that include but not limited to: receiving 'Not Certify' on end of year recommendation, being terminated or released by school or district, or any other leave from employment with school or district, failure to pay fees incurred, cancellation of ACH or payroll deduction authorization, or poor credit rating. Interns who have a history of failed payments, poor credit rating, or who file bankruptcy may also be required to make advance payment of any amounts incurred to insure payment before being allowed to remain in the program. Any result from state and/or school or district criminal background check(s) that prevent applicant from teaching, or terminates teaching, is not the responsibility of Indiana Teachers.
6. Once this agreement is executed, the full amount of the Fee is due and payable, and no refunds will be made. The initial deposit is not refundable. Intern agrees to execute a payroll deduction authorization in the favor of Indiana Teachers.
7. Any and all disputes between Intern and Indiana Teachers shall be subject to binding arbitration in Houston, Texas to be performed pursuant to rules enacted by the American Arbitration Association. Any Judgment upon any arbitration award may be entered in any court having jurisdiction thereof.
8. Intern agrees and affirmatively consents to receipt of all mail, electronic mail, facsimiles, and other physical and electronic communications sent to Intern by Indiana Teachers pursuant to provision of, in furtherance of or otherwise related to the products and services recited by this Agreement. Text messages (e.g., SMS) and/or emails will be sent to you by Indiana Teachers in furtherance of various purposes pursuant to the agreement. You understand and agree that these text messages and/or emails comprise transactional or relationship messages as defined by the CAN-SPAM Act.

Indiana Teachers agrees to share some of the risk of becoming a licensed Indiana Teacher by the following actions:

- Indiana Teachers will not charge interest on the Fee in any way;
- Excluding the initial deposit of \$295.00, Indiana Teachers will not attempt to collect the Fee from the Intern if the Intern never becomes employed as a teacher;
- Excluding the initial deposit of \$295.00, Indiana Teachers will not attempt to collect the outstanding Fee from the Intern if the Intern does not complete the initial year of employment. Intern pays only for days employed.

**Electronic Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**IP Address:** \_\_\_\_\_

# Appendix I



# Elementary Personalized Education Plan

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

## PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS			30	
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3			
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3			
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6			
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3			
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER				
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER			12	
8	<b>INCR301</b>	CHILD DEVELOPMENT/MOTIVATION TO LEARN	3			
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3			
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6			
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER				
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER			12	
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3			
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6			
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12			
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING				
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS			12	
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6			
19	<b>INCR407</b>	READING FOR THE ELEMENTARY TEACHER	3			
20	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6			
21	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3			
22	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3			
23	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES				
24	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES			12	
25	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3			
26	<b>INCR406</b>	FORMAL ASSESSMENT	3			
27	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6			
28	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING				
29	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING			12	

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**PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours**

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
30	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3			
31	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3			
32	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3			
33	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3			
34	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT				
35	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT			12	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>93</b>		<b>102</b>	

**PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 165 CLOCK HOURS**

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
36	<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45			
37	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30			
38	<b>INNT700.7A</b>	LITERACY ASSESSMENT				
39	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15			
40	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3			
41	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT				
42	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3			
43	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3			
44	<b>INTL405</b>	ACCOMMODATING INSTRUCTION FOR ALL LEARNERS	3			
45	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12			
46	<b>INTL404</b>	MATERIALS AND RESOURCES IN GRADES K - 6	3			
47	<b>INTL403</b>	THE INTEGRATED CURRICULUM	6			
48	<b>INTL703</b>	CHILDREN'S LITERATURE	6			
49	<b>INTL705</b>	CASE STUDIES AND FIELD EXPERIENCES IN READING IN GRADES K - 6	6			
50	<b>INMT700.E</b>	METHODS OF TEACHING ELEMENTARY CONTENT IN GRADES K - 6	30			
51	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM		2 SEM	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>165</b>			

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## PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS

### INTERNSHIP LOCATION 1

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
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### EXAMINATIONS TO BE COMPLETED PRIOR TO PRACTITIONER LICENSE

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
	060	ELEMENTARY EDUCATION GENERALIST SUBTEST 1: READING & ENGLISH LANGUAGE ARTS		
	061	ELEMENTARY EDUCATION GENERALIST SUBTEST 2: MATHEMATICS		
	062	ELEMENTARY EDUCATION GENERALIST SUBTEST 3: SCIENCE, HEALTH, AND PHYSICAL EDUCATION		
	063	ELEMENTARY EDUCATION GENERALIST SUBTEST 4: SOCIAL STUDIES AND FINE ARTS		
	005	ELEMENTARY EDUCATION [K-6]		

### RECOMMENDATIONS

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

# Secondary Personalized Education Plan

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

## PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS			30	
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3			
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3			
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6			
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3			
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER				
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER			12	
8	<b>INCR302</b>	ADOLESCENT DEVELOPMENT/MOTIVATION TO LEARN	3			
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3			
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6			
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER				
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER			12	
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3			
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6			
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12			
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING				
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS			12	
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6			
19	<b>INCR408</b>	READING FOR THE SECONDARY TEACHER	3			
20	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6			
21	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3			
22	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3			
23	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES				
24	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES			12	
25	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3			
26	<b>INCR406</b>	FORMAL ASSESSMENT	3			
27	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6			
28	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING				
29	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING			12	

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<b>PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
30	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3			
31	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3			
32	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3			
33	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3			
34	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT				
35	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT			12	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>93</b>		<b>102</b>	

<b>PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 75 CLOCK HOURS</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
36	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	15			
37	<b>INNT700.7A</b>	LITERACY ASSESSMENT				
38	<b>INTL707</b>	PRACTICUM IN CONTENT LITERACY	12			
39	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15			
40	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3			
41	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT				
42	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3			
43	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3			
45	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12			
46	<b>INMT701-706</b>	METHODS OF TEACHING SECONDARY CONTENT	12			
47	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM		2 SEM	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>75</b>			

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## PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS

### INTERNSHIP LOCATION 1

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
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### EXAMINATIONS TO BE COMPLETED PRIOR TO PRACTITIONER LICENSE

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
	035	MATHEMATICS		
	006	SECONDARY EDUCATION [5-12]		

### RECOMMENDATIONS

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

# P-12 Personalized Education Plan

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

PHASE I: CLASSROOM READINESS TRAINING - 204 Clock Hours						
COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS			30	
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3			
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3			
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6			
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3			
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER				
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER			12	
8	<b>INCR301.P12</b>	HUMAN DEVELOPMENT AND MOTIVATION TO LEARN	3			
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3			
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6			
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER				
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER			12	
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3			
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6			
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12			
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING				
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS			12	
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6			
19	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6			
20	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3			
21	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3			
22	<b>INTL404</b>	MATERIALS AND RESOURCES IN GRADES P-12	6			
23	<b>INTL403</b>	THE INTEGRATED CURRICULUM	6			
24	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES				
25	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES			12	
26	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3			
27	<b>INCR406</b>	FORMAL ASSESSMENT	3			
28	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6			
29	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING				
30	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING			12	

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<b>PHASE I: CLASSROOM READINESS TRAINING - 204 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
31	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3			
32	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3			
33	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3			
34	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3			
35	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT				
36	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT			12	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>102</b>		<b>102</b>	

<b>PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 156 CLOCK HOURS</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
37	<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45			
38	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30			
39	<b>INNT700.7A</b>	LITERACY ASSESSMENT				
40	<b>INTL707</b>	PRACTICUM IN CONTENT LITERACY	15			
41	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15			
42	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3			
43	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT				
44	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3			
45	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3			
46	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12			
47	<b>INMT700.P12</b>	METHODS OF TEACHING P-12 CONTENT	30			
	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM		2 SEM	
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>156</b>			

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**PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS**

**INTERNSHIP LOCATION 1**

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
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**EXAMINATIONS TO BE COMPLETED DURING THE INTERNSHIP**

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
	030	FINE ARTS-VISUAL ARTS		
	007	P-12 EDUCATION		

**RECOMMENDATIONS**

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

# Appendix J



INDIANA  
TEACHERS  
TEACHER CERTIFICATION

January 26, 2017

Alexandra Smith  
5599 San Felipe Street  
Houston, Texas 77056

Re: Letter of Acceptance

Dear Alexandra,

Congratulations! Indiana Teachers has reviewed your credentials and you have been admitted into the Indiana Teachers Transition to Teaching Program.

You are now eligible to make your down payment of \$295 to begin Phase I: Classroom Readiness Training.

We are excited that you have chosen Indiana Teachers as your route to certification and we look forward to working with you.

Sincerely,



Linley Dieringer  
*Executive Director*  
*Indiana Teachers*

# Appendix K



INDIANA  
TEACHERS  
TEACHER CERTIFICATION

January 26, 2017

Alexandra Smith  
5599 San Felipe Street  
Houston, Texas 77056

Re: Letter of Eligibility

Dear Alexandra,

Congratulations on your job offer!

**You are now eligible to apply for a Transition to Teaching Permit in the following certification area:**

•

It is now appropriate to apply for a Transition to Teaching Permit. Please present this letter to the Indiana Department of Education along with your application for the Transition to Teaching Permit.

Call us if you have any questions and keep us updated on your search. We are excited that you have chosen Indiana Teachers as your route to certification and we look forward to working with you.

Sincerely,



Linley Dieringer  
*Senior Executive Director*  
*Indiana Teachers*



# Appendix L



# Field Supervisor Observation Form

**INTRODUCTION:** The Field Supervisor observation form is designed to accurately measure a candidate’s development throughout the duration of the Internship Year while on a valid Transition to Teaching Permit. This evaluation is aligned with the RISE Indiana Educator Effectiveness Rubric v 2.0. Competencies are selected to provide a well-rounded and complete assessment of the development of the teaching intern in regards to performance, essential knowledge, and critical disposition. These competencies are designed to assess both short-term and long-term depictions of growth that are measurable within the scope of an observation.

Please use the following scale to identify your assessment of the level at which the teaching intern is currently performing. Please feel free to collaborate with the building level administrator for indicators that are not readily observable during the observation.

**Level 4:** Highly Effective | **Level 3:** Effective | **Level 2:** Improvement Necessary | **Level 1:** Ineffective

<b>DOMAIN 1   PURPOSEFUL PLANNING</b>		
<p><b>COMPETENCY 1.1</b> Utilize Assessment Data to Plan</p>	<p><input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1</p>	<p>NOTES:</p>
<p><b>COMPETENCY 1.2</b> Set Ambitious and Measurable Achievement Goals</p>	<p><input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1</p>	<p>NOTES:</p>
<p><b>COMPETENCY 1.3</b> Develop Standards- Based Unit Plans and Assessments</p>	<p><input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1</p>	<p>NOTES:</p>
<p><b>COMPETENCY 1.4</b> Create Objective-Driven Lesson Plans and Assessments</p>	<p><input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1</p>	<p>NOTES:</p>
<p><b>COMPETENCY 1.5</b> Track Student Data and Analyze Progress</p>	<p><input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1</p>	<p>NOTES:</p>

**DOMAIN 2 | EFFECTIVE INSTRUCTION**

<b>COMPETENCY 2.1</b> Develop student understanding and mastery of lesson objectives	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.2</b> Demonstrate and Clearly Communicate Content Knowledge to Students	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.3</b> Engage students in academic content	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.4</b> Check for Understanding	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.5</b> Modify Instruction As Needed	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.6</b> Develop Higher Level of Understanding through Rigorous Instruction and Work	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.7</b> Maximize Instructional Time	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.8</b> Create Classroom Culture of Respect and Collaboration	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 2.9</b> Set High Expectations for Academic Success	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:

**DOMAIN 3 | TEACHER LEADERSHIP**

<b>COMPETENCY 3.1</b> Contribute to School Culture	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 3.2</b> Collaborate with Peers	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 3.3</b> Seek Professional Skills and Knowledge	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 3.4</b> Advocate for Student Success	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:
<b>COMPETENCY 3.5</b> Engage Families in Student Learning	<input type="radio"/> Level 4 <input type="radio"/> Level 3 <input type="radio"/> Level 2 <input type="radio"/> Level 1	NOTES:

**CORE PROFESSIONALISM RUBRIC**

<b>ATTENDANCE</b>	<input type="radio"/> Meets Standard <input type="radio"/> Does Not Meet Standard	NOTES:
<b>ON-TIME ARRIVAL</b>	<input type="radio"/> Meets Standard <input type="radio"/> Does Not Meet Standard	NOTES:
<b>POLICIES AND PROCEDURES</b>	<input type="radio"/> Meets Standard <input type="radio"/> Does Not Meet Standard	NOTES:
<b>RESPECT</b>	<input type="radio"/> Meets Standard <input type="radio"/> Does Not Meet Standard	NOTES:

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teaching Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix M



# Field Supervisor Recommendation Form

**Field Supervisor:** Nancy Smotherman

**Intern:** Lauren Keene (#1891620)

**District:** Monroe County Community School Corporation

**Campus:** Fairview Elementary School

**Option A:** Recommend for Practitioner Licensure upon completion of Teacher Residency Program

Field Supervisor is satisfied that the intern has met his or her pedagogical expectations for a new teacher.

**Option B:** Not Satisfied, Teacher Should Teach Another Year on a Transition to Teaching Permit (Extend Internship Year)

Field Supervisor is not satisfied that the intern has met his or her pedagogical expectations for a new teacher and recommends a one-year extension to allow the intern to work on identified pedagogical skills. The intern will redo the internship, pay all applicable extension fees, repeat identified pedagogy training and receive support from Field Supervisor.

**Option C:** Teacher Should Not Be Certified

Field Supervisor recommends that the intern not be certified based on classroom observations during the year. The Field Supervisor feels strongly that this intern should not ever be allowed to teach in the future. This is typically reserved for interns who are considered a danger to students or were involved in unethical practices. The intern will be released from the program and not allowed to continue with certification.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix N





# INDIANA TEACHERS

## TEACHER CERTIFICATION

Dear Ben Renner,

To be eligible for a Practitioner License, an intern in an educator preparation program needs to receive a recommendation from the Building Level Administrator at the end of their Internship Year, the first year of the Teacher Residency Program. This recommendation shall only influence the intern's certification status through Indiana Teachers Educator Preparation Program; it is separate from and not associated with any recommendation made by the district regarding contract renewal.

We are requesting your end-of-year recommendation for the following intern on your campus:

**Intern:** Lauren Keene (#1891620)

**District:** Monroe County Community School Corporation

**Campus:** Fairview Elementary School

**Field Supervisor:** Nancy Smotherman

Please carefully choose your recommendation from one of the options below as soon as possible. If you are unsure which is appropriate, feel free to call us at 888-66-TEACH.

**Option A:** Recommend for Practitioner License upon completion of Teacher Residency Program

Principal is satisfied that the intern has met his or her pedagogical expectations for a new teacher. Indiana Teachers will document completion of tests and required paperwork; failure to complete program requirements should not influence your recommendation decision.

**Option B:** Not Satisfied, Teacher Should Teach Another Year on a Transition to Teaching Permit (Extend Internship Year)

Principal is not satisfied that the intern has met his or her pedagogical expectations for a new teacher and recommends a one-year extension to allow the intern to work on identified pedagogical skills. A conference should be held with the intern to discuss the principal's rationale and inform them of the recommendation. Documentation will need to be submitted for review to support the extension. The intern will redo the internship, pay all applicable extension fees of up to \$2,500, repeat identified pedagogy training and receive support from Indiana Teachers. Indiana Teachers will also notify the intern in writing of the recommendation.

**Option C:** Teacher Should Not Be Certified

Principal recommends that the intern not be certified based on classroom and/or other observations during the year. The principal feels strongly that this intern should not ever be allowed to teach in the future. This is typically reserved for interns who are considered a danger to students or were involved in unethical practices. A conference should be held with the intern to explain the principal's rationale and inform them of the recommendation. Documentation will need to be submitted for review to support the decision not to certify. This recommendation is career-ending. The intern will be released from the program and not allowed to continue with alternative certification. Indiana Teachers will also notify the intern in writing of the recommendation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Thank you for your help and support! Please contact us any time with questions.*

# Appendix O



# INDIANA TEACHERS

TEACHER CERTIFICATION

January 26, 2017  
Alexandra Smith  
5599 San Felipe Street  
Houston, Texas 77056

Re: Letter of Completion

Dear Alexandra,

Congratulations! You have successfully completed the Indiana Teachers Transition to Teaching Program. You have completed all phases of the program, passed all applicable certification exams, taught for two full academic years on your Transition to Teaching permit, and received positive recommendations from your campus principal and field supervisors for your Residency in teaching.

**You are now eligible to apply for a Practitioner License in the following certification area:**

•

Attached to this letter is a detailed record of all training completed for your records as well as all certification exams passed.

It is now appropriate to contact the Indiana Department of Education to apply for your Practitioner License.

Indiana Teachers seeks to continue their relationship with candidates long after their completion and receipt of their Practitioner License. We believe that education is a continual learning and growing process and that growth and development is ongoing. Call us if you have any questions and keep us updated on your teaching career.

Sincerely,



Linley Dieringer  
*Senior Executive Director*  
*Indiana Teachers*

# Appendix P



# Elementary Teacher Certification Transcript

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

<b>PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS		8/21/2016	30	8/21/2016
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3	8/21/2016		8/21/2016
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3	8/21/2016		8/21/2016
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6	8/21/2016		8/21/2016
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3	8/21/2016		8/21/2016
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER		8/21/2016		8/21/2016
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER		8/21/2016	12	8/21/2016
8	<b>INCR301</b>	CHILD DEVELOPMENT/MOTIVATION TO LEARN	3	8/21/2016		8/21/2016
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3	8/21/2016		8/21/2016
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6	8/21/2016		8/21/2016
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER		8/21/2016		8/21/2016
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER		8/21/2016	12	8/21/2016
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3	8/21/2016		8/21/2016
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	8/21/2016		8/21/2016
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	8/21/2016		8/21/2016
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING		8/21/2016		8/21/2016
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS		8/21/2016	12	8/21/2016
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6	8/21/2016		8/21/2016
19	<b>INCR407</b>	READING FOR THE ELEMENTARY TEACHER	3	8/21/2016		8/21/2016
20	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6	8/21/2016		8/21/2016
21	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3	8/21/2016		8/21/2016
22	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	8/21/2016		8/21/2016
23	<b>INTL403</b>	THE INTEGRATED CURRICULUM	6	8/21/2016		8/21/2016
	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES		8/21/2016		8/21/2016
24	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES		8/21/2016	12	8/21/2016
25	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3	8/21/2016		8/21/2016
26	<b>INCR406</b>	FORMAL ASSESSMENT	3	8/21/2016		8/21/2016
27	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6	8/21/2016		8/21/2016
28	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING		8/21/2016		8/21/2016
29	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING		8/21/2016	12	8/21/2016

*Continued on next page*

**PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours**

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
30	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3	8/21/2016		8/21/2016
31	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3	8/21/2016		8/21/2016
32	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	8/21/2016		8/21/2016
33	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	8/21/2016		8/21/2016
34	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT		8/21/2016		8/21/2016
35	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT		8/21/2016	12	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>93</b>		<b>102</b>	

**PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 165 CLOCK HOURS**

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
36	<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	8/21/2016		8/21/2016
37	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30	8/21/2016		8/21/2016
38	<b>INNT700.7A</b>	LITERACY ASSESSMENT		8/21/2016		8/21/2016
39	<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	8/21/2016		8/21/2016
40	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30	8/21/2016		8/21/2016
41	<b>INNT700.7A</b>	LITERACY ASSESSMENT		8/21/2016		8/21/2016
42	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	8/21/2016		8/21/2016
43	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	8/21/2016		8/21/2016
44	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		8/21/2016		8/21/2016
45	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3	8/21/2016		8/21/2016
46	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	8/21/2016		8/21/2016
47	<b>INTL405</b>	ACCOMMODATING INSTRUCTION FOR ALL LEARNERS	3	8/21/2016		8/21/2016
48	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12	8/21/2016		8/21/2016
49	<b>INTL705</b>	CASE STUDIES AND FIELD EXPERIENCES IN READING IN GRADES K - 6	6	8/21/2016		8/21/2016
50	<b>INMT700.E</b>	METHODS OF TEACHING ELEMENTARY CONTENT IN GRADES K - 6	30	8/21/2016		8/21/2016
51	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM	8/21/2016	2 SEM	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>165</b>			

*Continued on next page*

## PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS

### INTERNSHIP LOCATION 1

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
8/21/2016		Fairview Elementary School 500 W. 7th Street Bloomington IN 47404	Monroe County Community School Corporation	Marti Colglazier, Principal	(812) 330-7732

### EXAMINATIONS TO BE COMPLETED PRIOR TO PRACTITIONER LICENSE

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
8/21/2016	060	ELEMENTARY EDUCATION GENERALIST SUBTEST 1: READING & ENGLISH LANGUAGE ARTS	220	PASSED
8/21/2016	061	ELEMENTARY EDUCATION GENERALIST SUBTEST 2: MATHEMATICS	220	PASSED
8/21/2016	062	ELEMENTARY EDUCATION GENERALIST SUBTEST 3: SCIENCE, HEALTH, AND PHYSICAL EDUCATION	220	PASSED
8/21/2016	063	ELEMENTARY EDUCATION GENERALIST SUBTEST 4: SOCIAL STUDIES AND FINE ARTS	220	PASSED
8/21/2016	005	ELEMENTARY EDUCATION [K-6]	220	PASSED

### RECOMMENDATIONS

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

has completed all testing, training, field-based experiences, internship year requirements for completion of Indiana Teachers Transition to Teaching Program, collectively known as the Internship Year, and has successfully taught for two academic years in the Teacher Residency Program. Please provide this documentation to the Indiana Department of Education for the Practitioner License.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Linley Dieringer  
Senior Executive Director,  
Indiana Teachers

# Secondary Teacher Certification Transcript

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

## PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours

COURSE ORDER	COURSE	TITLE	COURSE HOURS	DATE COMPLETED	FIELD HOURS	DATE COMPLETED
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS		8/21/2016	30	8/21/2016
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3	8/21/2016		8/21/2016
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3	8/21/2016		8/21/2016
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6	8/21/2016		8/21/2016
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3	8/21/2016		8/21/2016
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER		8/21/2016		8/21/2016
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER		8/21/2016	12	8/21/2016
8	<b>INCR302</b>	ADOLESCENT DEVELOPMENT/MOTIVATION TO LEARN	3	8/21/2016		8/21/2016
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3	8/21/2016		8/21/2016
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6	8/21/2016		8/21/2016
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER		8/21/2016		8/21/2016
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER		8/21/2016	12	8/21/2016
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3	8/21/2016		8/21/2016
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	8/21/2016		8/21/2016
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	8/21/2016		8/21/2016
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING		8/21/2016		8/21/2016
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS		8/21/2016	12	8/21/2016
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6	8/21/2016		8/21/2016
19	<b>INCR408</b>	READING FOR THE SECONDARY TEACHER	3	8/21/2016		8/21/2016
20	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6	8/21/2016		8/21/2016
21	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3	8/21/2016		8/21/2016
22	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	8/21/2016		8/21/2016
23	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES		8/21/2016		8/21/2016
24	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES		8/21/2016	12	8/21/2016
25	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3	8/21/2016		8/21/2016
26	<b>INCR406</b>	FORMAL ASSESSMENT	3	8/21/2016		8/21/2016
27	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6	8/21/2016		8/21/2016
28	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING		8/21/2016		8/21/2016
29	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING		8/21/2016	12	8/21/2016

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<b>PHASE I: CLASSROOM READINESS TRAINING - 195 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
30	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3	8/21/2016		8/21/2016
31	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3	8/21/2016		8/21/2016
32	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	8/21/2016		8/21/2016
33	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	8/21/2016		8/21/2016
34	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT		8/21/2016		8/21/2016
35	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT		8/21/2016	12	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>93</b>		<b>102</b>	

<b>PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 75 CLOCK HOURS</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
36	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	15	8/21/2016		8/21/2016
37	<b>INNT700.7A</b>	LITERACY ASSESSMENT		8/21/2016		8/21/2016
38	<b>INTL707</b>	PRACTICUM IN CONTENT LITERACY	12	8/21/2016		8/21/2016
39	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	8/21/2016		8/21/2016
40	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	8/21/2016		8/21/2016
41	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		8/21/2016		8/21/2016
42	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3	8/21/2016		8/21/2016
43	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	8/21/2016		8/21/2016
45	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12	8/21/2016		8/21/2016
46	<b>INMT701-706</b>	METHODS OF TEACHING SECONDARY CONTENT	12	8/21/2016		8/21/2016
47	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM	8/21/2016	2 SEM	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>75</b>			

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## PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS

### INTERNSHIP LOCATION 1

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
8/21/2016		Tri-North Middle School 1000 W 15th Street Bloomington IN 47404	Monroe County Community School Corporation	Craig Fisher, Principal	(812) 330-7745

### EXAMINATIONS TO BE COMPLETED PRIOR TO PRACTITIONER LICENSE

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
8/21/2016	035	MATHEMATICS	220	PASSED
8/21/2016	006	SECONDARY EDUCATION [5-12]	220	PASSED

### RECOMMENDATIONS

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

has completed all testing, training, field-based experiences, internship year requirements for completion of Indiana Teachers Transition to Teaching Program, collectively known as the Internship Year, and has successfully taught for two academic years in the Teacher Residency Program. Please provide this documentation to the Indiana Department of Education for the Practitioner License.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Linley Dieringer**  
Senior Executive Director,  
Indiana Teachers

# P-12 Teacher Certification Transcript

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Last 4 of SSN: \_\_\_\_\_

<b>PHASE I: CLASSROOM READINESS TRAINING - 204 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
1	<b>INCR000</b>	FIELD EXPERIENCES AND REFLECTIONS		8/21/2016	30	8/21/2016
2	<b>INCR101</b>	PREPARING FOR THE PROFESSION	3	8/21/2016		8/21/2016
3	<b>INCR201</b>	QUALITIES OF EFFECTIVE TEACHERS	3	8/21/2016		8/21/2016
4	<b>INCR202</b>	THE INDIANA EDUCATOR CODE OF ETHICS	6	8/21/2016		8/21/2016
5	<b>INTL201</b>	EDUCATOR PROFESSIONALISM	3	8/21/2016		8/21/2016
6	<b>INNT700.1A</b>	COMPREHENSIVE ASSESSMENT - THE TEACHER		8/21/2016		8/21/2016
7	<b>INNT700.1P</b>	COMPREHENSIVE PROJECT - THE TEACHER		8/21/2016	12	8/21/2016
8	<b>INCR301.P12</b>	HUMAN DEVELOPMENT AND MOTIVATION TO LEARN	3	8/21/2016		8/21/2016
9	<b>INCR303</b>	SPECIAL POPULATIONS IN THE CLASSROOM	3	8/21/2016		8/21/2016
10	<b>INCR304</b>	MEETING THE NEEDS OF ALL LEARNERS	6	8/21/2016		8/21/2016
11	<b>INNT700.2A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNER		8/21/2016		8/21/2016
12	<b>INNT700.2P</b>	COMPREHENSIVE PROJECT - THE LEARNER		8/21/2016	12	8/21/2016
13	<b>INCR401</b>	UNDERSTANDING RIGOR	3	8/21/2016		8/21/2016
14	<b>INCR402</b>	UNDERSTANDING THE INDIANA ACADEMIC STANDARDS	6	8/21/2016		8/21/2016
15	<b>INCR403</b>	ELEMENTS OF EFFECTIVE LESSON PLANNING	12	8/21/2016		8/21/2016
16	<b>INNT700.3A</b>	COMPREHENSIVE ASSESSMENT - LESSON PLANNING		8/21/2016		8/21/2016
17	<b>INNT700.3P</b>	COMPREHENSIVE PROJECT - PLANNING LESSONS		8/21/2016	12	8/21/2016
18	<b>INCR404</b>	ELEMENTS OF EFFECTIVE INSTRUCTION	6	8/21/2016		8/21/2016
19	<b>INTL402</b>	TEACHING STRATEGIES THAT WORK	6	8/21/2016		8/21/2016
20	<b>INTL410</b>	DIFFERENTIATING INSTRUCTION	3	8/21/2016		8/21/2016
21	<b>INTL407</b>	DIGITAL TOOLS IN TODAY'S CLASSROOMS	3	8/21/2016		8/21/2016
22	<b>INTL404</b>	MATERIALS AND RESOURCES IN GRADES P-12	6	8/21/2016		8/21/2016
23	<b>INTL403</b>	THE INTEGRATED CURRICULUM	6	8/21/2016		8/21/2016
24	<b>INNT700.4A</b>	COMPREHENSIVE ASSESSMENT - INSTRUCTIONAL STRATEGIES		8/21/2016		8/21/2016
25	<b>INNT700.4P</b>	COMPREHENSIVE PROJECT - INSTRUCTIONAL STRATEGIES		8/21/2016	12	8/21/2016
26	<b>INCR405</b>	QUESTIONING STRATEGIES AND FEEDBACK	3	8/21/2016	12	8/21/2016
27	<b>INCR406</b>	FORMAL ASSESSMENT	3	8/21/2016		8/21/2016
28	<b>INTL409</b>	USING DATA TO INFORM INSTRUCTION	6	8/21/2016		8/21/2016
29	<b>INNT700.5A</b>	COMPREHENSIVE ASSESSMENT - ASSESSING LEARNING		8/21/2016		8/21/2016
30	<b>INNT700.5P</b>	COMPREHENSIVE PROJECT - ASSESSING LEARNING		8/21/2016	12	8/21/2016

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<b>PHASE I: CLASSROOM READINESS TRAINING - 204 Clock Hours</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
31	<b>INCR501</b>	THEORIES OF CLASSROOM MANAGEMENT	3	8/21/2016	12	8/21/2016
32	<b>INCR502</b>	TECHNIQUES OF CLASSROOM MANAGEMENT	3	8/21/2016		8/21/2016
33	<b>INCR503</b>	APPLYING CLASSROOM MANAGEMENT STRATEGIES	3	8/21/2016		8/21/2016
34	<b>INCR504</b>	DEVELOPING A RESPECTFUL LEARNING ENVIRONMENT	3	8/21/2016		8/21/2016
35	<b>INNT700.6A</b>	COMPREHENSIVE ASSESSMENT - THE LEARNING ENVIRONMENT		8/21/2016		8/21/2016
36	<b>INNT700.6P</b>	COMPREHENSIVE PROJECT - THE LEARNING ENVIRONMENT		8/21/2016	12	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>102</b>		<b>102</b>	

<b>PHASE II: EXCELLENCE IN TEACHING AND LEARNING - 156 CLOCK HOURS</b>						
<b>COURSE ORDER</b>	<b>COURSE</b>	<b>TITLE</b>	<b>COURSE HOURS</b>	<b>DATE COMPLETED</b>	<b>FIELD HOURS</b>	<b>DATE COMPLETED</b>
37	<b>INTL701</b>	RESEARCH BASED STRATEGIES FOR LITERACY DEVELOPMENT	45	8/21/2016		8/21/2016
38	<b>INTL702</b>	CONTENT AREA LITERACY INSTRUCTION	30	8/21/2016		8/21/2016
39	<b>INNT700.7A</b>	LITERACY ASSESSMENT		8/21/2016		8/21/2016
40	<b>INTL707</b>	PRACTICUM IN CONTENT LITERACY	15	8/21/2016		8/21/2016
41	<b>INTL305</b>	DEVELOPING ENGLISH LANGUAGE PROFICIENCY	15	8/21/2016		8/21/2016
42	<b>INTL301</b>	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS	3	8/21/2016		8/21/2016
43	<b>INNT700.8A</b>	ENGLISH LANGUAGE ACQUISITION ASSESSMENT		8/21/2016		8/21/2016
44	<b>INTL204</b>	TEACHING IN A DIVERSE CLASSROOM	3	8/21/2016		8/21/2016
45	<b>INTL302</b>	STRATEGIES FOR TEACHING EXCEPTIONAL STUDENTS	3	8/21/2016		8/21/2016
46	<b>INTL203</b>	FAMILY AND COMMUNITY ENGAGEMENT	12	8/21/2016		8/21/2016
47	<b>INMT700.P12</b>	METHODS OF TEACHING P-12 CONTENT	30	8/21/2016		8/21/2016
	<b>INNT700</b>	APPLIED TEACHING AND LEARNING - THE RESIDENCY	2 SEM	8/21/2016	2 SEM	8/21/2016
<b>TOTAL HOURS TO BE COMPLETED</b>			<b>156</b>			

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**PHASE II: THE INTERNSHIP - TWO ACADEMIC SEMESTERS**

**INTERNSHIP LOCATION 1**

DATE HIRED	DATE COMPLETED	CAMPUS	DISTRICT	SUPERVISOR NAME, POSITION	CAMPUS PHONE
8/21/2016		Fairview Elementary School 500 W. 7th Street Bloomington IN 47404	Monroe County Community School Corporation	Marti Colglazier, Principal	(812) 330-7732

**EXAMINATIONS TO BE COMPLETED DURING THE INTERNSHIP**

DATE COMPLETED	TEST CODE	TEST NAME	SCORE	STATUS
8/21/2016	030	FINE ARTS-VISUAL ARTS	220	PASSED
8/21/2016	007	P-12 EDUCATION	220	PASSED

**RECOMMENDATIONS**

RECOMMENDING ENTITY	DATE COMPLETED	RECOMMENDATION
FIELD SUPERVISOR RECOMMENDATION		
BUILDING LEVEL ADMINISTRATOR RECOMMENDATION		

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

has completed all testing, training, field-based experiences, internship year requirements for completion of Indiana Teachers Transition to Teaching Program, collectively known as the Internship Year, and has successfully taught for two academic years in the Teacher Residency Program. Please provide this documentation to the Indiana Department of Education for the Practitioner License.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Linley Dieringer  
Senior Executive Director,  
Indiana Teachers

# Appendix Q



# Indiana Teachers Evaluation Process

