



AAQEP Annual Report for 2024

Provider/Program Name:	Indiana Teachers of Tomorrow
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Teachers of Tomorrow is a non-traditional initial teacher certification provider with 36 different licensure certification areas authorized by the Indiana Department of Education. The organization was initially approved in June 2017 and it has helped certify hundreds of teachers in the state of Indiana.

Teachers of Tomorrow is committed to developing the highest quality educators who positively impact their school and community. We are proud of the partnership we have with each of our candidates in helping them begin their teaching careers. Teachers of Tomorrow’s programs are designed to address the significant teacher shortage by offering the non-traditional adult learner the opportunity to receive a high-quality preparation and pursue a shorter route to licensure. The program offers low-cost entry to

qualified candidates seeking to serve as teachers of record on a transition to teach permit or alternative special education license while enrolled in our program. Our Indiana candidates do the following:

- 1) Complete online asynchronous professional preparation coursework aligned to national and state standards.
- 2) Meet all state-mandated pre-requisites to being placed as teacher of record that is supervised and supported through a Transition to Teaching Program, including the completion of applicable licensing exams.
- 3) Obtain employment by a local school district/corporation
- 4) Complete a teaching experience with support from a program supervisor and from school personnel.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.teachersoftomorrow.org/indiana/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
As a Transition to Teaching License provider, Indiana Teachers does not grant a degree or certificate. Indiana Teachers recommends candidates for their license once a candidate	Art (P-12)	37	8

<p>has completed all required licensure and program requirements (including clinical requirements, testing, coursework, program fees, and any other pertinent program or state requirement). After Indiana Teachers submits the recommendation for licensure, this is reviewed and approved by the Indiana Department of Education.</p> <p>The data used for the "number of candidates" column is that of those who are highly qualified via college credit hours, passed content exams, and/or are hired in the areas listed. Note, this reflects a change in our reporting parameters from the previous academic year (2022/2023) and will be the program's approach to this calculation moving forward.</p>			
	Business Education (5-12)	19	9
	Chemistry (5-12)	4	1
	Computer Education (P-12)	3	1
	CTE: Business and Information Technology	6	0
	CTE: Family and Consumer Sciences (5-12)	5	0
	CTE Marketing	1	0
	Earth/Space Science (5-12)	6	1
	Elementary Education Generalist (K-6)	254	48
	English as a New Language (P-12)	22	6

	Exceptional Needs: Mild Intervention (P-12)	134	28
	Geographical Perspectives (5-12)	1	0
	Government and Citizenship (5-12)	2	3
	Health (P-12)	5	3
	Historical Perspectives (5-12)	24	9
	Language Arts (5-12)	43	15
	Life Science (5-12)	20	5
	Mathematics (5-12)	11	7
	Music Vocal (P-12)	10	3
	Music Instrumental (P-12)	7	1
	Physical Education (P-12)	33	10
	Physics (5-12)	1	0
	Psychology (5-12)	1	0
	Technology Education (5-12)	3	1
	Theater Arts (P-12)	2	2
	World Languages: French (P-12)	0	1
	World Languages: German (P-12)	1	0
	World Languages: Spanish (P-12)	6	1
Total for programs that lead to initial credentials		661	163
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

Total for programs that lead to additional/advanced credentials		661	163
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers		645	155

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
661
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
155

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

163

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Indiana Teachers of Tomorrow offers an asynchronous self-paced program, as such, there are currently no formal program completion deadlines to calculate the cohort completion rates. Nonetheless, the expected time frame for candidates to earn their Practitioners License is 2 years from the date of the issuance of Transition to Teaching permit. It is important to note that although we are calculating cohort completion rates at 2 years, since that is when they would be eligible to apply for a Practitioners License, the state allows candidates 3 years to do so.

155 candidates completed their program within the 2023-2024 reporting year. Of the candidates teaching, 82 were issued a Practitioners License prior to September 1, 2024, completing all requirements within 2 years of obtaining their Transition to Teaching (T2T) Permit. This represents 52.9%.

To calculate the candidates who complete their program within 1.5 times the expected timeframe, we evaluated the number of candidates who were issued a Practitioners License prior to September 1, 2024. While technically the 3-year mark is in February 2026, given the December 2024 due date of the AAQEP report, September 1, 2021 to August 31, 2024 was used as the date for this calculation to best capture the most detailed data. As mentioned above, 124 candidates completed their program within the 2021-2024 reporting years. Of these, 124 were issued a Practitioners License within 3 years. This represents 80%.

The remaining 31 interns (20%) fulfilled the remaining requirements for obtaining their practitioner’s license beyond the 3-year period.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Test Name	Test Taker Attempts: Highest Score	% Pass
Art: Content Knowledge	5	60%
Biology	5	40%
Business Education: Content Knowledge	9	100%

Chemistry	2	*
Computer Science	3	*
Earth and Space Sciences	4	*
Elem Ed Asses: Math & Science Subtest	61	65.57%
Elem Ed Asses: Read LA & SS Subtest	53	81.13%
English Lang Arts: Content Knowledge	14	85.71%
English to Speakers of Other Languages	8	62.5%
Family and Consumer Sciences	1	*
Geography	1	*
Government/Political Science	2	*
Health Education	3	*
Health Occupations	1	*
Mathematics	10	50%
Middle School Mathematics	5	80%
Middle School Science	3	*
Middle School Social Studies	3	*
Music: Instrumental and Gen Knowledge	2	*
Music: Vocal and General Knowledge	1	*
Physical Education: Content Knowledge	12	75%
Physics	1	*
Principles of Learn Teach: Grades 7-12	39	94.87%
Principles of Learn Teach: Grades K-6	36	86.11%
Principles of Learn Teach: PreK-12	69	84.06%
School Librarian	2	*
Sociology	1	*
Spanish: World Language	3	*
Special Ed: Core Know Mild/Moderat App	7	71.43%
Special Ed: Ed of Deaf & HOH Students	1	*
Special Ed: Foundational Knowledge	18	100%

Special Ed: Severe to Profound	1	*
Teaching Reading: Elementary	1	*
Teaching Reading: K-12	1	*
Technology Education	3	*
Theatre	1	*
World and US History: Content Knowledge	7	42.86%

Note: *No data are displayed because the test taker count is fewer than 5

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Teachers of Tomorrow administers a yearly survey to new teachers. The results below show a summary of the highest and lowest scores for teachers for the 2023-2024 school year. When examining strengths, 80% of the respondents agreed or strongly agreed Teachers of Tomorrow provided tools for the classroom environment. The areas where there seems to be the greatest opportunity relate to standards-aligned content knowledge and discipline-specific practices, as 15.8% of respondents felt that the program did not sufficiently provide an adequate review of these areas.

TEACHER SURVEYS:

20 total respondents

STRENGTHS:

- 80% of respondents agreed or strongly agreed that Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive and productive learning environment for all students
- 75% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to use grade-appropriate literacy strategies (e.g. Science of Teaching Reading and content literacy strategies)
- 75% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to use questioning strategies that promote critical thinking
- 75% of respondents agreed or strongly agreed that Teachers of Tomorrow provided a strong understanding of learning differences (e.g. Special Education, Multilingual Learners) and how to accommodate and modify instruction to meet these students' needs
- 75% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to differentiate instruction based on the assessment of student learning needs and differences

AREAS OF OPPORTUNITY:

- 15% of respondents felt that Teachers of Tomorrow did not sufficiently provide a strong understanding of formal and informal assessments, allowing me to analyze and use data to plan instruction that meets student learning needs
- 15% of respondents felt that Teachers of Tomorrow did not prepare them to collaborate with the home, school, and larger communities to foster communication in support of student learning
- 15.8% of respondents felt that Teachers of Tomorrow did not sufficiently provide an adequate review of standards-aligned content knowledge and discipline-specific practices
- 15% of respondents felt that Teachers of Tomorrow did not prepare them to plan and design standards-based instruction for students to achieve mastery

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The Indiana Department of Education administers a yearly survey of Principals and shares these results with approved teacher preparation programs. The results below show a summary of the highest and lowest scores for principals of our completers for the 2023-2024 school year.

Overall, the data supports that the key areas of strength are in candidates ability to integrate technological tools; candidates ease in openly accepting suggestions/constructive feedback; and candidates ability to work within the school culture. 100% of Principal respondents agreed or strongly agreed that candidates were strong in these three areas. The areas where there seems to be the greatest opportunity is in candidates' preparedness to analyze student assessment data to improve classroom instruction. 15.4% of Principal respondents felt that our candidates were not sufficiently prepared to analyze student assessment data to improve classroom instruction

PRINCIPAL SURVEYS:

26 total respondents

STRENGTHS:

- 96% of respondents agreed or strongly agreed that our candidates understand how students learn and develop at the grade level they are teaching
- 100% of respondents agreed or strongly agreed that our candidates integrate technological tools as appropriate to advance student learning

- 100% of respondents agreed or strongly agreed that our candidates openly accept suggestions/constructive feedback
- 92% of respondents agreed or strongly agreed that our candidates use effective strategies to manage the learning environment
- 100% of respondents agreed or strongly agreed that our candidates work effectively within the school culture

AREAS OF OPPORTUNITY:

- 11.5% of respondents felt that our candidates were not sufficiently prepared to provide a rigorous learning environment
- 11.5% of respondents felt that our candidates were not sufficiently prepared to use a variety of assessment methods to guide, adjust, and improve instruction
- 11.5% of respondents felt that our candidates were not sufficiently prepared to differentiate instruction to meet all students’ learning needs
- 15.4% of respondents felt that our candidates were not sufficiently prepared to analyze student assessment data to improve classroom instruction

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

Our program candidates start their program on a Transition to Teaching Permit, which requires employment by the district. Teachers of Tomorrow, at the time of program approval by the Indiana Department of Education, are required to complete 2 full years as teacher of record in order to apply for their Practitioners License. During the 2023-2024 academic year, 52.9% of our candidates received a positive principal recommendation and were issued a Practitioners License within their first 2 years of teaching on a Transition to Teaching Permit. 20% did not receive a Practitioners License within time and a half (3 years), but fulfilled requirements shortly after, thus completing the program earning their Practitioners License.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>TNT 700.8IP - Performance Based Project 7 - The Instructional Cycle scores and number of resubmissions needed to achieve mastery.</p> <p>For the assignment, candidates select a previously given assessment(s) and use the data from the assessment(s) to determine next steps for instruction for each student. The data may be summative; such as a comprehensive assessment, a state assessment, a lab report, or a project; or may be formative, such as an independent reading record, observations, or a short quiz given to inform instruction.</p> <p>Candidates create and submit a multi-page pdf document (minimum 3 pages, excluding data tables and graphs) that includes the following, in this order:</p> <ol style="list-style-type: none"> 1. The targeted Standard 2. A description (include the actual assessment if it will add clarification) of the assessment given 3. The method used for collecting and scoring the data, 	<p>Candidates are assessed on a 4-point rubric.</p> <p>Instructors offer feedback on each criterion to guide the intern to mastery if the first submission does not meet the passing standard of 80%. All interns are expected to pass with at least 80%. They are not able to progress to the next assignment until they receive this score.</p>	<p>A total of 34 interns completed this assessment between September 2023 and August 2024. 5 did not demonstrate mastery at the initial submission, meaning 17% of our interns did not pass on this first attempt.</p> <p>For this subgroup of interns, the average point increase from the first submission to demonstration of mastery was 10 points on an assessment worth 50 points total.</p>

<p>4. A table, chart, or other graphic displaying the data 5. A descriptive analysis of the data for all students in the class, and, 6. Next steps for instruction using research-based strategies that address the following How will you use your knowledge of your students' assets to inform your plans?</p> <p>What instructional strategies, learning tasks, and/or assessments will you design to support student learning?</p> <p>How is the teaching you propose supported by research and theory about how students learn?</p> <p>Further Requirements Specific attention should be given to the needs of all students identified as Special Education, 504, Gifted and Talented, English learner, etc.</p>		
<p>Principles of Learning and Teaching Test Scores The Principles of Learning and Teaching test assesses a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator.</p>	<p>Candidates are required to pass the Principles of Learning and Teaching exam in their license grade level to qualify for their final licensure. Our goal is for a minimum of 85% of candidates to pass this exam on their first attempt.</p>	<p>During the last academic year, we had 168 candidates take the Principles of Learning and Teaching exam in their respective grade bands.</p> <ul style="list-style-type: none"> 91 candidates took the Principles of Learning and Teaching for Prek-12 with a pass rate of 84.06%

		<ul style="list-style-type: none"> • 38 candidates took the Principles of Learning and Teaching for Grades K-6 with a pass rate of 86.11% • 39 candidates took the Principles of Learning and Teaching for Grades 7-12 with a pass rate of 94.87% <p>While state scores for grades K-6 are higher by 4.85%, Teachers of Tomorrow has higher pass rates for both PreK-12 (1.18%) and grades 7-12 (7.26%).</p>
<p>Field Supervisors formally evaluate interns during their Transition to Teaching (T2T) year. They are evaluated on three main domain areas: Purposeful Planning, Effective Instruction, and Teaching Leadership. Under each domain, candidates are evaluated on a series of dimensions. Each dimension is scored on a 1-4 scale with 1=Improvement Needed, 2=Developing; 3-Proficient; and 4. Accomplished.</p>	<p>The program goal is for at least 90% of candidates to receive an evaluation of proficient or higher by their 3rd observation.</p>	<p>189 candidates received their final Field Supervisor formal observation during the reporting time frame (23-24 academic year). Candidates on a Transition to Teaching Permit receive a minimum of 3 observations during their first year. 183 received "proficient" or "accomplished" (96.83 %). Of the 6 candidates who did not receive proficient or higher, 0 received "Improvement Needed" and the rest scored "Developing."</p>
<p>Dimensions aligned with Standard I include:</p>		

<p>1.1 Purposeful Planning: The teacher utilizes data to plan</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 1.1 on the 3rd observation was 3.14</p>
<p>1.5 Purposeful Planning: The teacher tracks student data and analyses progress</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 1.5 on the 3rd observation was 3.17</p>
<p>2.2 Effective Instruction: The teacher demonstrates and clearly communicates content knowledge to students</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 2.2 on the 3rd observation was 3.39</p>

<p>2.8 Effective Instruction: The teacher creates a classroom culture of respect and collaboration</p> <p>The program administered a completer survey to candidates. A sample of the questions on this survey that relate to standard 1 are included below. The response options were on a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree):</p> <ul style="list-style-type: none"> ➤ Teachers of Tomorrow prepared me to use grade-appropriate literacy strategies (e.g. Science of Teaching Reading and content literacy strategies). ➤ Teachers of Tomorrow prepared me to plan and design standards-based instruction for students to achieve mastery. 	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p> <p>The program goal is for 70% of completers to Agree/Strongly Agree that their preparation aided them in the specific areas denoted by each survey question</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 2.8 on the 3rd observation was 3.45</p> <p>The score distribution for each relevant question is included below. The score distribution is as follows:</p> <ul style="list-style-type: none"> ➤ 75% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to use grade-appropriate literacy strategies (e.g. Science of Teaching Reading and content literacy strategies).</i> ➤ 70% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to plan and design standards-based instruction for students to achieve mastery.</i>
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<ul style="list-style-type: none"> ➤ Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking. ➤ Teachers of Tomorrow prepared me to apply varied instructional strategies and resources, including technology, to provide comprehensible instruction. ➤ Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing me to analyze and use data to plan instruction that meets student learning needs ➤ Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students. ➤ Teachers of Tomorrow provided an adequate review of standards-aligned content knowledge and discipline-specific practices. 		<ul style="list-style-type: none"> ➤ 75% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking</i> ➤ 70% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to apply varied instructional strategies and resources, including technology, to provide comprehensible instruction</i> ➤ 70% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing me to analyze and use data to plan instruction that meets student learning needs.</i> ➤ 80% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students.</i>
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		<ul style="list-style-type: none"> ➤ 73.68% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow provided an adequate review of standards-aligned content knowledge and discipline-specific practices.</i>
<p>The Indiana Department of Education administers a yearly survey of Principals and shares these results approved teacher preparation programs. The survey results included are for principals of our completers for the 2023-2024 school year. There were 26 total respondents.</p>	<p>85% Principals will agree or strongly agree that Teachers of Tomorrow did an outstanding job of preparing completers.</p>	<p>The questions aligned to AAQEP standard one on the principal survey and the corresponding results are included below:</p> <p>Knowledge Preparation of Teacher – The EPP did an outstanding job of preparing this teacher to:</p> <ul style="list-style-type: none"> • Understand how students learn and develop at the grade level they are teaching <ul style="list-style-type: none"> ○ 84.6% of principals agree ○ 11.5% of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area

		<ul style="list-style-type: none"> • Meet expectations of a beginning teacher for content preparation and knowledge <ul style="list-style-type: none"> ○ 76.9% of principals agree ○ 19.2% of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area • Adhere to the ethical requirements of the teaching profession <ul style="list-style-type: none"> ○ 80.8% of principals agree ○ 15.4% of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area • Adhere to the legal requirements of the teaching profession <ul style="list-style-type: none"> ○ 76.9% of principals agree
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		<ul style="list-style-type: none"> ○ 19.2% of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Pedagogical Preparation of the Teacher – The EPP did an outstanding job of preparing this teacher to:</p> <ul style="list-style-type: none"> ● Provide a rigorous learning environment <ul style="list-style-type: none"> ○ 76.9% of principals agree ○ 11.5% of principals strongly agree ○ Over 88% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Use a variety of assessment methods to guide, adjust, and improve instruction <ul style="list-style-type: none"> ○ 73.1% of principals agree
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		<ul style="list-style-type: none"> ○ 15.4% of principals strongly agree ○ Over 88% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Develop content specific assessments to test for student understanding of the lesson objectives <ul style="list-style-type: none"> ○ 69.2% of principals agree ○ 19.2% of principals strongly agree ○ Over 88% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Analyze student assessment data to improve classroom instruction <ul style="list-style-type: none"> ○ 73.1% of principals agree ○ 11.5% of principals strongly agree
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		<ul style="list-style-type: none">○ Over 84% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area● Use effective strategies to manage the learning environment<ul style="list-style-type: none">○ 80.8% of principals agree○ 11.5% of principals strongly agree○ Over 92% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area● Integrate technological tools as appropriate to advance student learning<ul style="list-style-type: none">○ 80.8% of principals agree○ 19.2% of principals strongly agree
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		<ul style="list-style-type: none"> ○ 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Professional Disposition of Teacher– The EPP did an outstanding job of preparing this teacher to:</p> <ul style="list-style-type: none"> ● Exhibit ethical practice expected of educators <ul style="list-style-type: none"> ○ 80.8% of principals agree ○ 15.4% of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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<p>Dimensions aligned with Standard 2 include:</p> <p>2.5 The teachers modifies instruction as needed</p> <p>2.6 The teacher develops higher levels of understanding through rigorous instruction and work</p> <p>3.1 The teacher contributes to school culture</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p> <p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p> <p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 2.5 on the 3rd observation was 3.23</p> <p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 2.6 on the 3rd observation was 3.22</p> <p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 3.1 on the 3rd observation was 3.30</p>
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<p>3.2 The teacher collaborates with peers</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 3.2 on the 3rd observation was 3.27</p>
<p>3.3 The teacher seeks professional skills and knowledge</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 3.3 on the 3rd observation was 3.22</p>
<p>3.4 The teacher advocates for student success</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 3.4 on the 3rd observation was 3.26</p>

<p>3.5 The teacher engages families in student learning</p>	<p>At least 90% of interns, by the 3rd observation, will be scoring at or above the proficient score of 3</p>	<p>Evaluation results from field supervisors consisted of information for 95 completers during the reporting time frame (23-24 academic year).</p> <p>The mean score for Dimension 3.5 on the 3rd observation was 3.20</p>
<p>The program administered a completer survey to candidates. A sample question on this survey that relates to standard 2 is included below. The response options were on a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree):</p> <ul style="list-style-type: none"> ➤ Teachers of Tomorrow provided a strong understanding of learning differences (e.g. Special Education, Multilingual Learners) and how to accommodate and modify instruction to meet these students' needs ➤ Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences ➤ I have been able to connect the lessons from my Teachers of 	<p>The program goal is for 70% of completers to Agree/Strongly Agree that their preparation aided them in the specific areas denoted by each survey question.</p>	<p>The score distribution for the relevant question is included below:</p> <ul style="list-style-type: none"> ➤ 75% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow provided a strong understanding of learning differences (e.g. Special Education, Multilingual Learners) and how to accommodate and modify instruction to meet these students' needs</i> ➤ 75% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences</i> ➤ 70% of 21 completers surveyed agree or strongly agree with the statement: <i>I have been able to</i>

<p>Tomorrow Coursework to my work as a teacher</p> <ul style="list-style-type: none"> ➤ Teachers of Tomorrow prepared me to collaborate with the home, school, and larger communities to foster communication in support of student learning 		<p><i>connect the lessons from my Teachers of Tomorrow Coursework to my work as a teacher</i></p> <ul style="list-style-type: none"> ➤ 70% of 21 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to collaborate with the home, school, and larger communities to foster communication in support of student learning</i>
<p>The Indiana Department of Education administers a yearly survey of Principals and shares these results approved teacher preparation programs. The survey results included are for principals of our completers for the 2023-2024 school year. There were 26 total respondents.</p>	<p>85% Principals will agree or strongly agree that Teachers of Tomorrow did an outstanding job of preparing completers.</p>	<p>The questions aligned to AAQEP standard two on the principal survey and the corresponding results are included below:</p> <p>Pedagogical Preparation of the Teacher – The EPP did an outstanding job of preparing this teacher to:</p> <ul style="list-style-type: none"> • Provide an appropriate and challenging learning experience <ul style="list-style-type: none"> ○ 80.8% of principals agree ○ 11.5% of principals strongly agree

		<ul style="list-style-type: none"> ○ Over 92% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Provide an inclusive learning environment <ul style="list-style-type: none"> ○ 76.9% of principals agree ○ 19.25 of principals strongly agree ○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Differentiate instruction to meet all students' learning needs <ul style="list-style-type: none"> ○ 76.9% of principals agree ○ 11.5% of principals strongly agree ○ Over 88% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area
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		<ul style="list-style-type: none"> • Work effectively with students with all exceptionalities <ul style="list-style-type: none"> ○ 76.9% of principals agree ○ 15.4% of principals strongly agree ○ Over 92% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Professional Disposition of Teacher– The EPP did an outstanding job of preparing this teacher to:</p> <ul style="list-style-type: none"> • Openly accept suggestions/constructive feedback <ul style="list-style-type: none"> ○ 80.8% of principals agree ○ 19.2% of principals strongly agree ○ 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area
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		<ul style="list-style-type: none">• Work effectively with other professionals<ul style="list-style-type: none">○ 73.1% of principals agree○ 23.1% of principals strongly agree○ Over 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area• Work effectively with parents/guardians<ul style="list-style-type: none">○ 84.6% of principals agree○ 15.4% of principals strongly agree○ 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area• Work effectively with school leaders<ul style="list-style-type: none">○ 84.6% of principals agree
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		<ul style="list-style-type: none"> ○ 15.4% of principals strongly agree ○ 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area ● Work effectively within school culture <ul style="list-style-type: none"> ○ 83.3% of principals agree ○ 16.7% of principals strongly agree ○ 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Several program accomplishments, efforts, and innovations have taken place over the last year:

One key enhancement has been the integration of technology to increase our intern support and administrative processing. Through the use of technology solutions, we have been able to enhance the service and support we are providing our candidates across their lifecycle.

We also were focused on our continuous curriculum enhancement to support candidate preparedness and student learning. In the 23-24 school year, we updated the following courses.

Pedagogy Updates:

INTL 705 Case Studies and Field Work in Reading

INTL 701 Research Based Strategies for Literacy Development

TL 203 Family and Community Engagement

SE 403 Family and Community Engagement for Students with Disabilities

CR 407 Unit 1 Reading for the Elementary Teacher

CR 407 Unit 2 Reading for the Elementary Teacher

CR 407 Unit 3 Reading for the Elementary Teacher

CR 407 Unit 4 Reading for the Elementary Teacher

CR 408 Reading for the Secondary Teacher

INMT 700 Methods of Teaching Elementary Content

We look forward to evaluating the effectiveness of these updates by examining submissions and stakeholder feedback.