



AAQEP Annual Report for 2025

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| 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.

Indiana Teachers of Tomorrow is an alternative teacher preparation provider authorized by the Indiana Department of Education to offer preparation across 36 licensure areas. The program serves adult learners seeking an alternative pathway to teacher certification and is designed to address ongoing educator shortages across the state.

The program prepares candidates to serve as teachers of record while completing state-approved coursework aligned to Indiana standards and national frameworks. Candidates complete asynchronous professional preparation, meet all state-mandated prerequisites for placement, secure employment with a local school corporation, and complete supervised teaching experiences supported by program staff and school personnel.

Teachers of Tomorrow is committed to developing effective educators who positively impact student learning and school communities. The program emphasizes accessibility, affordability, and flexibility while maintaining a focus on instructional quality. Ongoing program refinement is informed by internal review processes and external feedback to strengthen alignment between coursework, clinical practice, and candidate performance in the classroom.

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/indiana-epp-report/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

| Degree or Program offered by the institution/organization | Certificate, License, Endorsement, or Other Credential granted by the state | Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25) | Number of Completers in most recently completed academic year (12 months ending 08/25) |
|---|---|---|--|
| <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 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 | Art (P-12) | 29 | 5 |

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| <p>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 exam, and/or are hired in the areas listed.</p> <p>Unduplicated totals reflect candidates enrolled or completing across multiple licensure areas and therefore differ from program-level totals.</p> | | | |
| | Business Education (5-12) | 26 | 4 |
| | Chemistry (5-12) | 4 | 0 |
| | Computer Education (P-12) | 4 | 1 |
| | CTE: Agriculture (5-12) | 1 | 0 |
| | CTE: Business and Information Technology | 6 | 1 |
| | CTE: Family and Consumer Sciences (5-12) | 7 | 3 |
| | CTE: Health Science Education (5-12) | 1 | 0 |
| | Earth/Space Science (5-12) | 2 | 1 |
| | Elementary Education Generalist (K-6) | 222 | 40 |
| | English as a New Language (P-12) | 22 | 5 |
| | Exceptional Needs: Mild Intervention (P-12) | 107 | 32 |
| | Government and Citizenship (5-12) | 7 | 0 |
| | Health (P-12) | 8 | 4 |
| | Historical Perspectives (5-12) | 27 | 8 |

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| | Journalism (5-12) | 1 | 0 |
| | Language Arts (5-12) | 36 | 20 |
| | Life Science (5-12) | 25 | 4 |
| | Mathematics (5-12) | 27 | 3 |
| | Music Vocal (P-12) | 13 | 5 |
| | Music Instrumental (P-12) | 3 | 1 |
| | Physical Education (P-12) | 30 | 5 |
| | Physics (5-12) | 1 | 1 |
| | Psychology (5-12) | 4 | 1 |
| | Reading (P-12) | 3 | 0 |
| | Technology Education (5-12) | 4 | 1 |
| | Theater Arts (P-12) 1 | 1 | 2 |
| | World Languages: French (P-12) | 0 | 1 |
| | World Languages: German (P-12) | 0 | 1 |
| | World Languages: Spanish (P-12) | 5 | 1 |
| Total for programs that lead to initial credentials | | 627 | 150 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | | |
| Total for programs that lead to additional/advanced credentials | | | |
| <i>Programs that lead to P-12 leader credentials</i> | | | |
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| Total for programs that lead to P-12 leader credentials | | | |
| <i>Programs that lead to credentials for specialized professionals or to no specific credential</i> | | | |
| | | | |
| Total for programs that lead to specialized professional or no specific credentials | | | |
| TOTAL enrollment and productivity for all programs | | | |
| Unduplicated total of all program candidates and completers | | 595 | 145 |

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.)

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| N/A |
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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

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| 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. |
| 627 |

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.

145

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

150

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.

Because Indiana Teachers of Tomorrow operates as a self-paced alternative pathway with state-defined licensure windows, cohort completion rates are reported using licensure eligibility timelines rather than fixed program deadlines. 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.

145 candidates completed their program within the 2024-2025 reporting year. Of the candidates teaching, 34 were issued a Practitioners License prior to September 1, 2025, completing all requirements within 2 years of obtaining their Transition to Teaching (T2T) Permit. This represents 23.45%.

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, 2025. While technically the 3-year mark is in February 2027, given the December 2025 due date of the AAQEP report, September 1, 2022 to August 31, 2025 was used as the date for this calculation to best capture the most detailed data. As mentioned above, 91 candidates completed their program within the 2022-2025 reporting years. Of these, 91 were issued a Practitioners License within 3 years. This represents 62.76%.

The remaining 54 interns (37.24%) 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 |
|--|------------------------------------|---------|
| Agriculture | 1 | * |
| Art: Content Knowledge | 9 | 66.67% |
| Biology | 9 | 55.56% |
| Business Education: Content Knowledge | 7 | 71.43% |
| Chemistry | 1 | * |
| Computer Science | 2 | * |
| Earth and Space Sciences | 5 | 40.00% |
| Elem Ed Assess: Math & Science Subtest | 67 | 61.19% |
| Elem Ed Assess: Read LA & SS Subtest | 57 | 85.96% |
| English Lang Arts: Content Knowledge | 13 | 84.62% |
| English to Speakers of Other Languages | 4 | * |
| Family and Consumer Sciences | 2 | * |
| Family and Consumer Sciences | 1 | * |
| German: World Language | 1 | * |
| Government/Political Science | 1 | * |
| Health Education | 5 | 60.00% |
| Mathematics | 12 | 75.00% |
| Middle School English Language Arts | 3 | * |
| Middle School Mathematics | 4 | * |
| Middle School Science | 1 | * |
| Middle School Social Studies | 1 | * |
| Music: Vocal and General Knowledge | 4 | * |
| Physical Education: Content Knowledge | 10 | 50.00% |
| Physical Science | 1 | * |
| Physics | 1 | * |
| Principles of Learn Teach: Grades 7-12 | 45 | 100.00% |
| Principles of Learn Teach: Grades K-6 | 48 | 93.75% |

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| Principles of Learn Teach: PreK-12 | 57 | 89.47% |
| Psychology | 1 | * |
| STEM for the Elementary Grades | 1 | * |
| Spanish: World Language | 4 | * |
| Special Ed: Core Know Mild/Moderate App | 5 | 80.00% |
| Special Ed: Foundational Knowledge | 26 | 96.15% |
| Teaching Reading: Elementary | 22 | 81.82% |
| Teaching Reading: K-12 | 3 | * |
| Technology Education | 2 | * |
| Theatre | 1 | * |
| World and US History: Content Knowledge | 20 | 80.00% |

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

F. 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 2024-2025 school year. Although a small number of respondents, key strengths include classroom management, assessment, and instructional strategies. The areas where there seems to be the greatest opportunity relate to differentiation of instruction and working with special populations.

TEACHER SURVEYS:
6 total respondents

- STRENGTHS:
- 100% 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.
 - 100% of respondents agreed or strongly agreed that Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing them to analyze and use data to plan instruction that meets student learning needs.
 - 100% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to apply varied instructional strategies and resources, including technology, to provide comprehensible instruction.

- 83.3% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to plan and design standards based instruction for students to achieve mastery.
- 83.3% 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).
- 83.3% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to use questioning strategies that promote critical thinking.
- 83.3% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them with an adequate review of standards aligned content knowledge and discipline-specific practices.
- 83.33% 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
- 83.33% of respondents agreed or strongly agreed that Teachers of Tomorrow prepared them to collaborate with the home, school, and larger communities to foster communication in support of student learning.

AREAS OF OPPORTUNITY:

- 16.67% of respondents felt that Teachers of Tomorrow did not prepare them to provide a strong understanding of learning differences (e.g. Special Education, Multilingual Learners) and how to accommodate and modify instruction to meet these students' needs.
- 16.67% of respondents felt that Teachers of Tomorrow did not prepare them to differentiate instruction based on the assessment of student learning needs and differences.
- 16.67% of respondents felt that Teachers of Tomorrow did not prepare them to connect the lessons from their Teachers of Tomorrow Coursework to their work as a teacher.

G. 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 2024-2025 school year. Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).

Overall, the data supports that Principals agree to strongly agree that our candidates understand student learning and development, integrate technological tools, accept feedback, and use effective strategies. The areas where there seems to be the greatest opportunity in candidates' preparedness in meeting expectations of a beginning teacher for content knowledge, adhere to legal requirements of the profession, analyze data to improve classroom instruction and openly accept feedback.

PRINCIPAL SURVEYS:

25 total respondents

STRENGTHS:

- 100% 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 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:

- 4% of respondents felt that our candidates were not sufficiently prepared to meet expectations of a beginning teacher for content preparation and knowledge
- 4% of respondents felt that our candidates were not sufficiently prepared to adhere to the legal requirements of the teaching profession
- 4% of respondents felt that our candidates were not sufficiently prepared to analyze student assessment data to improve classroom instruction
- 4% of respondents felt that our candidates were not sufficiently prepared to openly accept suggestions/constructive feedback

H. 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 2024-2025 academic year, 23.45% 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. 37.24% 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.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the 2024–2025 reporting year, Teachers of Tomorrow maintained staffing levels designed to support effective program delivery, supervision, and quality assurance activities aligned with the size and scope of the program. Staffing structures include dedicated teams supporting classroom practice, curriculum development, and the ongoing monitoring of candidate progress. Classroom support services are led by the Director of Classroom Support, who oversees six full-time Teachers of Tomorrow employees and 12 field supervisors assigned to Indiana. Field supervisors conducted candidate observations and provided ongoing instructional feedback throughout the academic year. This staffing structure supports sustained supervision of interns during their yearlong teaching experience and allows for individualized feedback aligned with program expectations and district contexts.

Curriculum development and instructional delivery are led by a Director of Product, who oversees a team of six full-time employees and 6 contracted instructors. This staffing model ensures consistent oversight of curriculum quality while providing sufficient instructional capacity to serve a large and diverse candidate population across certification areas.

Additional program support is provided through internal teams including Enrollment, Fulfillment, Program Advisory, Compliance, Certification, and Client Success and Engagement. The Enrollment, Fulfillment (transcript processing), and Program Advisory (academic counseling) teams are led by a Vice President of Customer Success who oversees one manager supporting Indiana operations and one Manager supporting enrollment. Together they supervise 1 dedicated Enrollment staff member and 1 dedicated Program Advisor, along with 9 other individuals who are cross trained to support Indiana candidates. Given the self-

paced nature of the competency-based program, outreach efforts focus on providing timely support and guidance based on candidates' progression and milestone attainment.

The Compliance and Certification teams are led by the Chief Compliance and Regulatory Officer, who oversees two managers, one for each functional area. These managers supervise staff responsible for Indiana compliance tracking, reporting, and certification processing. The Client Success and Engagement team is led by a Director who oversees account representatives working directly with district partners to ensure district hiring needs are addressed and that district-employed candidates are appropriately supported in alignment with district initiatives and timelines.

Overall, staffing capacity during the reporting year remained sufficient to support program operations, candidate supervision, curriculum delivery, and quality assurance processes. Staffing allocations are reviewed regularly to ensure continued alignment with enrollment levels, regulatory requirements, and continuous improvement priorities.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description) | Criteria for success | Level or extent of success in meeting the expectation |
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| TNT 700.1PBP – Performance Based Project – The Teacher. | Candidates are assessed on a 4-point rubric. | 82 candidates completed the INNT 700.1PBP project from 5/6/2025-12/10/2025, with an average score of 3.59 out of 4. |

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| <p>This performance-based project evaluates candidates' ability to apply ethical decision making and professional communication skills across three professional contexts: identifying and responding to potential ethical concerns, communicating effectively with parents, and responding professionally to colleagues. Candidates submit written responses to all tasks in a single document and are evaluated using a multi-criteria rubric aligned to professional standards.</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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | <p>When evaluating the rubric criterion elements of this assignment, the lowest alignment was to InTASC 10 (Leadership and Collaboration), with an average score of 3.54, and the highest was InTASC 9 (Professional Learning and Ethical Practice), with scores at 3.62.</p> |
| <p>TNT 700.2PBP: Performance Based Project – The Learner</p> <p>In this performance-based assessment, candidates demonstrate their understanding of learners by analyzing the societal, cultural, academic, and emotional factors that influence student development and achievement. Drawing from select coursework, candidates select four representative students and identify the challenges each student faces, including strengths and contextual factors that impact learning.</p> | <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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | <p>24 candidates completed this project from 5/6/2025-12/10/2025, with an average score of 3.71 out of 4.</p> <p>When evaluating the rubric criterion elements of this assignment, the lowest scored alignment was to InTASC 9 (Professional Learning and Ethical Practice), with scores at 3.64. The highest scored alignment was to InTASC 1 (Learner Development), at an average score of 3.74.</p> |

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| <p>Candidates create a professional presentation in which they analyze the developmental impact of each identified issue using research-based evidence, explain how the challenges affect academic performance and behavior, and connect findings to appropriate developmental goals. Candidates also identify community, school, and family resources and propose specific classroom supports and instructional strategies teachers can use to mitigate the impact of these challenges.</p> <p>The assessment evaluates candidates' ability to recognize learning differences, apply research to practice, and recommend supports that promote equitable access to learning.</p> | | |
| <p>TNT 700.3PBP Planning Instruction Part 1</p> | <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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | <p>93 took 700.3PBP from 5/6/2025-12/10/2025. This project was recently updated in December 2025 for enhanced tagging and mapping to InTASC to allow out outcomes reporting.</p> <p>For 700.3PBP the average score was 3.79 out of 4. For Candidates' lowest scored item was related to learning objectives, with a score of 3.58. The highest scored item was at 3.92 related to Content Standards.</p> |

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| <p>In this performance-based assessment, candidates develop two original lesson plans focused on the foundational components of instructional planning. Candidates use state academic standards to write standards-aligned learning objectives and design performance measures that align to both the objective and the standard. Candidates also articulate student-friendly objective statements, explain the purpose of learning, and identify relevant prior knowledge required for students to successfully meet the learning objective.</p> <p>This assessment evaluates candidates' ability to align standards, objectives, and assessments; communicate instructional goals clearly to students; and plan instruction that builds on prior learning. The project serves as the foundation for subsequent instructional planning performance-based assessments.</p> | | |
| <p>TNT 700.4PBP: Planning Instruction, Part 2</p> | <p>Candidates are assessed on a 4-point rubric.</p> | <p>94 candidates completed this project from 5/6/2025-12/10/2025, with an average score of 3.62 out of 4.</p> |

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| <p>In this performance-based assessment, candidates build on their prior work in Planning Instruction, Part 1 by developing selected student expectations into standards-aligned lesson plans that integrate instructional strategies, technology, literacy, and small-group instruction. The project is designed to strengthen candidates' ability to plan engaging instruction that promotes critical thinking, collaboration, and active student engagement while addressing diverse learning needs.</p> <p>Candidates submit two lesson plans that demonstrate purposeful use of multiple learning modalities, structured opportunities for student interaction, and intentional integration of literacy practices, including vocabulary development, reading, writing, speaking, and listening. Lesson plans must also include appropriate and aligned technology use to support instruction and student collaboration.</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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | <p>When evaluating the rubric criterion elements of this assignment, the lowest scored alignment was to InTASC 8 (Instructional Strategies), with scores at 3.44. The highest scored alignment was to InTASC 2 (Learning Differences), at an average score of 3.91.</p> |
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| <p>The assessment evaluates candidates' ability to align instructional strategies with objectives, design meaningful small-group learning experiences, and integrate literacy and technology to enhance content understanding.</p> | | |
| <p>TNT 700.5PBP – Planning for Instruction Part 3.</p> <p>In this performance-based assessment, candidates submit two original lesson plans using the Teachers of Tomorrow 700.5PBP template and revise them based on instructor feedback until mastery is demonstrated. The assignment is intentionally more detailed than typical classroom lesson plans to allow for comprehensive evaluation of instructional planning skills.</p> | <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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | <p>60 candidates completed this project from 5/6/2025-12/10/2025, with an average score of 3.79 out of 4. When evaluating the rubric criterion elements of this assignment, the lowest alignment was to InTASC 7 (Planning for Instruction), at 3.73, and the highest were InTASC 9 (Professional Learning and Ethical Practice), with scores at 3.86.</p> |

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| <p>Candidates are evaluated on their ability to design instruction that includes purposeful questioning and feedback, explicit differentiation, clearly labeled accommodations and modifications, and aligned formative and summative assessments. Lesson plans must demonstrate differentiation in content, process, and or product to address the needs of diverse learners, including English Learners, students with disabilities, and gifted students. Candidates embed and highlight multiple planned questions to assess learning throughout the lesson.</p> <p>The project also includes a written reflection in which candidates explain prerequisite skills, justify differentiation decisions, and describe how instructional strategies and assessments address English Learner needs.</p> | | |
| <p>TNT 700.6PB – The Learning Environment: Planning for Success.</p> | <p>Candidates are assessed on a 4-point rubric.</p> | <p>26 candidates completed this project from 5/6/2025-12/10/2025, with an average score of 3.43 out of 4. When evaluating the rubric criterion elements of this assignment, the lowest alignment was to InTASC 3 (Learning Environments), at 3.43, and the highest was InTASC 9 (Professional Learning and Ethical Practice), with scores at 3.6.</p> |

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| <p>In this performance-based assessment, candidates articulate a clear vision for an effective learning environment and develop a comprehensive behavior management plan aligned to that vision. Candidates explain how they will establish and maintain a respectful, collaborative classroom through research-based strategies that support student engagement, accountability, and positive relationships. Candidates also describe strategies for building student-teacher relationships, organizing the physical classroom to support diverse learners, including students with disabilities, and promoting equitable access to learning.</p> <p>As part of the assessment, candidates create a behavior management plan that includes positively worded classroom rules, expectations that foster individual and group accountability, and detailed procedures for common classroom routines. This assessment evaluates candidates' ability to apply research to practice, design supportive learning environments, and proactively plan structures that promote positive behavior and minimize instructional disruptions.</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 an 80%. They are not able to progress to the next assignment until they receive this score.</p> | |
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| <p>Principles of Learning and Teaching Examination State-required licensure examination assessing candidates' knowledge of foundational educational practices appropriate to their licensure grade band.</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 2024–2025 reporting year, pass rates for the Principles of Learning and Teaching examination met or exceeded the program benchmark across all grade bands. Detailed results are reported in Table 2.</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>297 candidates received their final Field Supervisor formal observation during the reporting time frame (24-25 academic year). Candidates on a Transition to Teaching Permit receive a minimum of 3 observations during their first year. 284 received "proficient" or "accomplished" (95.62 %). Of the 13 candidates who did not receive proficient or higher, 0 received "Improvement Needed" and the rest scoring "Developing."</p> |
| <p>ToT recently updated its alignment and reporting to specifically align Field Supervisor Dimensions to InTASC standards.</p> | <p>The updated reporting and InTASC alignments recently rolled out to allow programmatic level analysis real-time via a dashboard. Once a full year of data is collected, appropriate metrics will be set with this new approach to data reporting and analysis.</p> | <p>A year in review analysis of our Candidate Proficiency found that candidates increased 0.48 points from their first observation to their third observation during their first year teaching.</p> |

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| | | <p>When examining a snapshot in time, the largest gains from observation 1 and observation 3 by InTASC standard was for InTASC standard 5 – application of content, which increased 0.43. The lowest increase was in InTASC standard 10, Leadership and Collaboration, with a slight decrease of 0.04. While this snapshot does not represent cohort data, it does provide insights on the areas of greatest strength and growth areas.</p> |
| <p>As mentioned, ToT recently updated its alignment and reporting to specifically align Field Supervisor Dimensions to InTASC standards. The Dimensions aligned with AAQEP Standard 1 include:</p> <p>1.1 Purposeful Planning: The teacher utilizes data to plan (InTASC #6)</p> <p>1.5 Purposeful Planning: The teacher tracks student data and analyses progress (InTASC #6)</p> <p>2.2 Effective Instruction: The teacher demonstrates and clearly communicates content knowledge to students (InTASC #4)</p> | <p>The updated reporting and InTASC alignments recently rolled out to allow programmatic level analysis real-time via a dashboard. Once a full year of data is collected, appropriate metrics will be set with this new approach to data reporting and analysis.</p> | <p>As it relates to the specific dimensions aligned to AAQEP standard 1, the findings for a snapshot in time were:</p> <p>InTASC 6 – (aligned to 1.1 and 1.5):</p> <ul style="list-style-type: none"> • Observation 1 average score was 2.79 • Observation 3 average score was 3.17 <p>InTASC 4 (aligned to 2.2):</p> <ul style="list-style-type: none"> • Observation 1 average score was 2.93 • Observation 3 average score was 3.28 <p>InTASC 3 – (aligned to 2.8):</p> <ul style="list-style-type: none"> • Observation 1 average score was 3.06 |

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| <p>2.8 Effective Instruction: The teacher creates a classroom culture of respect and collaboration (InTASC #3)</p> | | <ul style="list-style-type: none"> • Observation 3 average score was 3.33 |
| <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 2024-2025 school year. There were 25 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> <p>Understand how students learn and develop at the grade level they are teaching</p> <ul style="list-style-type: none"> o 88% of principals agree o 12% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Meet expectations of a beginning teacher for content preparation and knowledge</p> <ul style="list-style-type: none"> o 80% of principals agree o 16% of principals strongly agree |

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| | | <ul style="list-style-type: none"> o 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Adhere to the ethical requirements of the teaching profession</p> <ul style="list-style-type: none"> o 84% of principals agree o 16% of principals strongly agree <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>Adhere to the legal requirements of the teaching profession</p> <ul style="list-style-type: none"> o 76% of principals agree o 20% of principals strongly agree o 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> <p>Provide a rigorous learning environment</p> <ul style="list-style-type: none"> o 80% of principals agree |
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| | | <ul style="list-style-type: none"> o 16% of principals strongly agree o 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Use a variety of assessment methods to guide, adjust, and improve instruction</p> <ul style="list-style-type: none"> o 84% of principals agree o 16% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Develop content specific assessments to test for student understanding of the lesson objectives</p> <ul style="list-style-type: none"> o 92% of principals agree o .08% of principals strongly agree o Over 92% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Analyze student assessment data to improve classroom instruction</p> <ul style="list-style-type: none"> o 73.1% of principals agree o 11.5% of principals strongly agree |
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| | | <ul style="list-style-type: none"> o 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"> o 84% of principals agree o 12% of principals strongly agree o 96% 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"> o 72% of principals agree o 28% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area Professional Disposition of Teacher- The EPP did an outstanding job of preparing this teacher to: Exhibit ethical practice expected of educators <ul style="list-style-type: none"> o 68% of principals agree o 32% of principals strongly agree |
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| | | o 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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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

| Provider-selected measures (name and description) | Criteria for success | Level or extent of success in meeting the expectation |
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| <p>ToT recently updated its alignment and reporting to specifically align Field Supervisor Dimensions to InTASC standards. The Dimensions aligned with AAQEP Standard 2 include:</p> <p>Dimensions aligned with Standard 2 include:</p> <p>2.5 The teachers modifies instruction as needed (InTASC #2)</p> <p>2.6 The teacher develops higher levels of understanding through rigorous instruction and work (InTASC #4)</p> <p>3.1 The teacher contributes to school culture (InTASC #10)</p> <p>3.2 The teacher collaborates with peers (InTASC #10)</p> <p>3.3 The teacher seeks professional skills and knowledge (InTASC #9)</p> <p>3.4 The teacher advocates for student success (InTASC #10)</p> | <p>The updated reporting and InTASC alignments recently rolled out to allow programmatic level analysis real-time via a dashboard. Once a full year of data is collected, appropriate metrics will be set with this new approach to data reporting and analysis.</p> | <p>As it relates to the specific dimensions aligned to AAQEP standard 2, the findings for a snap shot in time were:</p> <p>InTASC 2 – (aligned to dimension 2.5):</p> <ul style="list-style-type: none"> • Observation 1 average score was 2.84 • Observation 3 average score was 3.16 <p>InTASC 4 (aligned to 2.6):</p> <ul style="list-style-type: none"> • Observation 1 average score was 2.93 • Observation 3 average score was 3.28 <p>InTASC 9 – (aligned to 3.3):</p> <ul style="list-style-type: none"> • Observation 1 average score was 2.61 • Observation 3 average score was 2.71 |

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| <p>3.5 The teacher engages families in student learning (InTASC #10)</p> | | <p>InTASC 10 – (aligned to 3.1, 3.2, 3.4, and 3.5):</p> <ul style="list-style-type: none"> • Observation 1 average score was 3.58 • Observation 3 average score was 3.54 <p>These data are a snapshot in time. The cohort size for observation one was 78. The cohort size for observation 3 was 125.</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"> • 83.34% of 6 completers surveyed agree or strongly agree with the statement: 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 • 83.33% of 6 completers surveyed agree or strongly agree with the statement: Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences • 83.33% of 6 completers surveyed agree or strongly agree with the |

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| <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>statement: I have been able to connect the lessons from my Teachers of Tomorrow Coursework to my work as a teacher</p> <ul style="list-style-type: none"> 83.33% of 6 completers surveyed agree or strongly agree with the statement: Teachers of Tomorrow prepared me to collaborate with the home, school, and larger communities to foster communication in support of student learning |
| <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 2024-2025 school year. There were 25 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> <p>Provide an appropriate and challenging learning experience</p> <ul style="list-style-type: none"> 84% of principals agree 16% 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 <p>Provide an inclusive learning environment</p> <ul style="list-style-type: none"> 76% of principals agree 24% of principals strongly agree |

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| | | <p>o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area</p> <p>Differentiate instruction to meet all students' learning needs</p> <ul style="list-style-type: none"> o 84% of principals agree o 16% of principals strongly agree <p>o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area</p> <p>Work effectively with students with all exceptionalities</p> <ul style="list-style-type: none"> o 72% of principals agree o 28% of principals strongly agree <p>o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area</p> <p>Professional Disposition of Teacher– The EPP did an outstanding job of preparing this teacher to:</p> <p>Openly accept suggestions/constructive feedback</p> <ul style="list-style-type: none"> o 68% of principals agree o 28% of principals strongly agree <p>o 96% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area</p> |
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| | | <p>Work effectively with other professionals</p> <ul style="list-style-type: none"> o 72% of principals agree o 28% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Work effectively with parents/guardians</p> <ul style="list-style-type: none"> o 80% of principals agree o 20% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Work effectively with school leaders</p> <ul style="list-style-type: none"> o 72% of principals agree o 28% of principals strongly agree o 100% of principals either agreed or strongly agreed that Teachers of Tomorrow did an outstanding job preparing candidates in this area <p>Work effectively within school culture</p> <ul style="list-style-type: none"> o 76% of principals agree o 24% of principals strongly agree o 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.

During the past year, Teachers of Tomorrow advanced several program accomplishments and improvement efforts focused on strengthening literacy instruction, clinical practice evaluation, and continuous improvement systems for Indiana programs. These efforts reflect both progress made and intentional follow-through on planned actions identified through internal review processes.

A significant area of progress was the implementation of a more structured and comprehensive curriculum review and revision process. The program formalized how curriculum updates are identified, reviewed, and implemented by documenting multiple data inputs informing instructional changes. These inputs include candidate performance data, assessment results, stakeholder and advisory feedback, and findings from internal reviews.

In alignment with identified areas for improvement, the program continued strengthening literacy preparation by implementing and monitoring recent course revisions and planning additional refinements based on data gathered. These revisions were informed by third-party consultants who provided guidance on science of reading curricular alignment and instructional processes consistent with Indiana's Science of Reading requirements.

The program also strengthened the quality and consistency of clinical practice evaluation by working with these same third-party consultants to support field supervisor calibration training. This work focused on improving consistency in the application of observation instruments and strengthening oral and written feedback. Consultants also helped identify strategies to support the incorporation of literacy indicators for Field Supervisors during clinical observations of interns.

Collectively, these accomplishments reflect a coherent approach to strengthening curriculum governance, improving the reliability of clinical evaluation data, and reinforcing connections between literacy coursework and classroom practice. The program will continue monitoring the implementation and impact of these initiatives through candidate submissions, observation data, and stakeholder feedback as part of its ongoing improvement cycle.