



## ACCREDITATION ACTION REPORT

*An official record of actions taken by the AAQEP Accreditation Commission*

**Indiana Teachers of Tomorrow  
Teacher Licensure Programs  
Houston, TX  
June 2023 (report updated August 2026)**

### ACTION

Based on examination of the case record, including the program's self-study and the AAQEP review team's report, the AAQEP Accreditation Commission makes the following determination regarding the teacher licensure programs of Indiana Teachers of Tomorrow:

|   |                                                                                                                                                                                                                                                                                   |                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|   | <b>ACCREDITATION</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years.                                                                                                                                 |                                                                           |
| X | <b>ACCREDITATION WITH NOTE</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years with the notations specified below.                                                                                    | <b>August 2026 Update:</b><br>The identified concerns have been resolved. |
|   | <b>INITIAL ACCREDITATION</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years.                                                                                                             |                                                                           |
|   | <b>INITIAL ACCREDITATION WITH NOTE</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years with the notations specified below.                                                                |                                                                           |
|   | <b>PROBATIONARY ACCREDITATION</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards. |                                                                           |
|   | <b>DO NOT ACCREDIT</b> - The Accreditation Commission finds that the program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.                                                                                                    |                                                                           |
|   | <b>DISCLAIMER OF DECISION</b> - The Accreditation Commission finds that the evidence available to it is insufficient to sustain an affirmative or adverse decision.                                                                                                               |                                                                           |

## TERM

The accreditation term takes effect immediately and lasts through **June 30, 2030**, or until Teachers of Tomorrow ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2024. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

## RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Indiana Teachers of Tomorrow prepares candidates from a variety of backgrounds to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. Indiana Teachers of Tomorrow maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates. It engages with stakeholders and partners to strengthen the P-20 education system by meeting workforce needs across the state of Indiana.

## STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

| Standard (2018 Expectations Framework)                                                                                                                                         | Met | Not Met |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------|
| <b>1. Candidate/Completer Performance</b> - Program completers perform as professional educators with the capacity to support success for all students.                        | X   |         |
| <b>2. Completer Professional Competence and Growth</b> - Program completers adapt to working in a variety of contexts and grow as professionals.                               | X   |         |
| <b>3. Quality Program Practices</b> - The program has the capacity to ensure that its completers meet Standards 1 and 2.                                                       | X   |         |
| <b>4. Program Engagement in System Improvement</b> - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission. | X   |         |

## CONCERNS AND CONDITIONS

*Concerns* are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

| Standard | Notation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Remedy and timeline                                                                                                                                                                                                                 |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3        | <p><b>Concern:</b> The Accreditation Commission notes a concern related to the program's engagement of stakeholders in its internal quality assurance system. The system will better support continuous improvement when stakeholders are engaged in analysis and review of evidence regarding the aspects of AAQEP Standards 1 and 2.</p> <p>This concern pertains to Aspect <b>3c</b>, which addresses engagement with stakeholders in planning and improvement.</p>                                                                                                                                                                   | <p>The program will document steps taken to address the concern in AAQEP Annual Reports. This program's first such report is due December 31, 2024.</p> <p><b>August 2026 Update:</b> The identified concern has been resolved.</p> |
| 3        | <p><b>Concern:</b> The Accreditation Commission notes a concern relative to the program's internal processes to monitor, support, and collect data on candidates' progression to completion. Further development of the program's assessment system will serve to better support candidates from admission to completion and identify challenges for continuous improvement of program operations.</p> <p>This notation pertains to Aspect <b>3d</b>, which addresses admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.</p> | <p>The program will document steps taken to address the concern in AAQEP Annual Reports. This program's first such report is due December 31, 2024.</p> <p><b>August 2026 Update:</b> The identified concern has been resolved.</p> |

## SCOPE OF ACCREDITATION

This action for Indiana Teachers of Tomorrow includes the following:

|                                                                                   |                                                                               |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Degree granted by the institution or organization (or nondegree program of study) | Initial Practitioner's License granted by the Indiana Department of Education |
| <b>Programs that lead to initial teaching credentials</b>                         |                                                                               |
| Transition to Teaching: Art                                                       | Fine Arts: Visual Arts (P-12)                                                 |

|                                                              |                                                                                                                                                        |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transition to Teaching: Business Education                   | Business (5-12)                                                                                                                                        |
| Transition to Teaching: Career and Technology                | <ul style="list-style-type: none"> <li>• CTE: Business and Information Technology (5-12)</li> <li>• CTE: Family and Consumer Science (5-12)</li> </ul> |
| Transition to Teaching: Chemistry                            | Science: Chemistry (5-12)                                                                                                                              |
| Transition to Teaching: Earth and Space Science              | Science: Earth/Space Science (5-12)                                                                                                                    |
| Transition to Teaching: Elementary Education Generalist      | Elementary Generalist (K-6)                                                                                                                            |
| Transition to Teaching: English as a New Language            | Teachers of English Learner (P-12)                                                                                                                     |
| Transition to Teaching: Exceptional Needs: Mild Intervention | Exceptional Needs: Mild Intervention (P-12)                                                                                                            |
| Transition to Teaching: Historical Perspectives              | Social Studies: Historical Perspectives (5-12)                                                                                                         |
| Transition to Teaching: Geographical Perspectives            | Social Studies: Geographical Perspective (5-12)                                                                                                        |
| Transition to Teaching: Government and Citizenship           | Social Studies: Government and Citizenship (5-12)                                                                                                      |
| Transition to Teaching: Language Arts                        | Language Arts (including speech) (5-12)                                                                                                                |
| Transition to Teaching: Mathematics                          | Mathematics (5-12)                                                                                                                                     |
| Transition to Teaching: Music Vocal                          | Fine Arts: Choral and General Music                                                                                                                    |
| Transition to Teaching: Physical Education                   | Physical Education (P-12)                                                                                                                              |
| Transition to Teaching: Physical Science                     | Science: Physical Science (5-12)                                                                                                                       |
| Transition to Teaching: Psychology                           | Social Studies: Psychology (5-12)                                                                                                                      |
| Transition to Teaching: Technology Education                 | <ul style="list-style-type: none"> <li>• Computer Science (P-12)</li> <li>• Engineering and Technology (5-12)</li> </ul>                               |
| Transition to Teaching: World Language: Spanish              | World Languages: Spanish (P-12)                                                                                                                        |

*NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.*