title II higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

IN

Indiana State University
Traditional Report AY 2021-22
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

401 N 7th Street

Room 109

CITY

Terre Haute

STATE

Indiana

ZIP

47809

SALUTATION

Dr.

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

Total number of teacher preparation programs:

15

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

○ **Yes**

● **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	● No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	○ Yes	● No	○ Yes	● No
Minimum GPA	○ Yes	● No	○ Yes	● No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	325
Number of clock hours required for student teaching	480

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	17
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	329
Number of students in supervised clinical experience during this academic year	245

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

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	391
Subset of Program Completers	176

Gender	Total Enrolled	Subset of Program Completers
Male	93	38
Female	296	138
Non-Binary/Other	2	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	3	0
Black or African American	15	4
Hispanic/Latino of any race	2	2
Native Hawaiian or Other Pacific Islander	0	0
White	353	166

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	4
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	4
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	25
13.1202	Teacher Education - Elementary Education	107

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	11
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	20
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	20
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	107
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	20
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

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

   All education majors complete early field experiences prior to student teaching. Attempts are made to provide candidates with a variety of diverse experiences including schools with varying socioeconomic status, ethnicity, varying levels of access to and use of technology, rural and urban schools, special education populations, ELL students, and diverse grade band experiences. Additionally, candidates complete various assignments that require them to identify the diverse needs (including socioeconomic status) of their classroom, school and community. Candidates explore differentiated instruction to meet the needs of the diverse student population. Education majors complete observations as part of their early coursework. The majority of these observations in locations close to the institution, many of which are situated in low income areas with diverse student populations. The Teacher Education Advisory Council meets three times per academic year. Council members represent various school districts across the state. The council

provides the teacher preparation program with ongoing needs of the schools as well as new trends. This ongoing collaboration allows the teacher preparation program to make curriculum change to better meet the needs of the districts we work with.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The 2021-2022 goal was to increase recruitment efforts to increase the number of math majors by 20% from 2019-2020.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2022-2023 is to increase students in math and middle school math by 15% from the 2021-2022 enrollment numbers.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2023-2024 is to continue recruiting students through the traditional route (high school students) and through the new Secondary Transition to Teach program which starts in Summer 2023. Math faculty will also review and re-align the curriculum to state standards.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The 2021-2022 goal was the same as the 2020-2021 goal.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2022-2023 goal is to increase the number of students enrolled in the science program and middle school science program by 20% from the 2021-2022 enrollment numbers.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2023-2024 goal is to continue recruiting students through the traditional high school route while also attracting non-traditional students and career changers through the degree completion program and secondary transition to teach program which will start in fall 2023.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. **Did your program prepare teachers in special education in 2021-22?**

   If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

   ● Yes
   ○ No

2. **Describe your goal.**

   The Special Education revised their curriculum to include additional pathways for education majors. The SPED minor continues to have good enrollment however the number of students who major in SPED continues to be low. The goal for 2021-2022 was to increase enrollment in the SPED major by 20%.

3. **Did your program meet the goal?**

   ○ Yes
   ● No

4. **Description of strategies used to achieve goal, if applicable:**

5. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

6. **Provide any additional comments, exceptions and explanations below:**

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. Describe your goal.

The 2022-2023 goal for Special Education is to offer additional pathways to obtain a special education license including a para to teaching program and alternative special education programs. The Special education program continues to work on curriculum revisions to increase interest for special education majors and dual elementary/special education majors. The goal is to increase enrollment from the 2021-2022 numbers by 15%.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. Describe your goal.

The Special Education program recently revised their undergraduate curriculum and was recently approved by the State Board of Education to offer a Special Education Transition to Teach program beginning Summer 2024. The program will continue to recruit both traditional high school students and non-traditional students into the special education programs.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Build partnerships with schools that have high ELL populations and increase student placements in these schools.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2022-2023 is to increase enrollment in the ENL minor, increase student teaching placements in schools with high ELL populations, and to increase enrollment in the graduate TESL certificate program.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2022-2023 goal will be continued "increase enrollment in the ENL minor, increase student teaching placements in schools with high ELL populations, and to increase enrollment in the graduate TESL certificate program"

Assessment Pass Rates

THIS PAGE INCLUDES:

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5911 -ECONOMICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	7			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	75	165	55	73

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	76	168	67	88
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	8			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	69	243	68	99
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	79	235	72	91
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	17	225	14	82
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	78	233	71	91
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	94	226	74	79
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	14	240	13	93
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	77	240	72	94
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	90	236	80	89
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	12	249	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	76	237	70	92
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	93	232	80	86
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	13	233	12	92
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	76	228	64	84
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	90	226	68	76
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	1			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	24	247	24	100
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	24	240	23	96
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	12	226	8	67
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	15	234	13	87
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	9			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	7			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	5			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	5			
PIN0070 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	4			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	22	235	20	91
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	28	234	23	82
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	35	172	34	97
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	66	173	66	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	14	166	12	86
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2021-22	4			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	16	165	15	94
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	2			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	32	245	31	97
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	38	242	35	92
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0049 -SOCIAL STUDIES-GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0049 -SOCIAL STUDIES-GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5206 -TEACHING READING: K-12 Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	12	155	10	83
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	2			
PIN0055 -WORLD LANGUAGES-FRENCH Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	152	127	84
All program completers, 2020-21	140	120	86
All program completers, 2019-20	159	127	80

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☐ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

_____

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

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

   The teacher preparation program continues to make intentional efforts to integrate technology into coursework and routinely assess candidate's use of technology in field experiences. The Teacher Work Sample is a key assignment completed by all education majors. this assignment requires candidates to use technology to collect and manage data, use the data to guide instruction, and evaluate the effectiveness of those changes. Candidates are assessed on their use of technology on their field experience evaluations during early field experiences and during student teaching. Special Education SPED 215: Candidates collect baseline and intervention data on a student during the practicum experience. In class, we guide students through the process of using an online graphing platform to chart the baseline and intervention data. Course instructors guide candidates through the use of the online platform and provide the candidates with many rounds of data to practice this skill. Candidates use an online graphing program to display the data. SPED 402: Candidates collect baseline and intervention data on an academic skill during the practicum experience. In class, course instructors guide the candidates through using an online graphing platform to chart the baseline, intervention, trend line, and goal line for a set of data. Instructors provide candidates with case studies and data to practice this skill. Then, candidates use data that they have collected during the practicum to create the chart. SPED 314: Candidates use technology to record their microteaching of math lessons. Candidates also use technology to view and explore virtual manipulatives. SPED 318: Candidates use technology to record their microteaching of reading lessons. Candidates complete lesson planning activities using Universal Design for Learning benchmarks. Candidates also explore teaching reading lessons virtually and ways to support technology in teaching. SPED 311: Candidates complete a case study activity that involves creating charts that demonstrate graphing of baseline and intervention data and describing results. SPED 400: Candidates are guided in the process of using an online platform to support online teaching presentation.

Candidates work with partner and present lesson in the online platform.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

    a. **Teach students with disabilities effectively**

    All teacher education candidates take Sped 226 "An overview course dealing with the various exceptional learners who might be mainstreamed into the regular educational program, both elementary and secondary. Emphasis is placed on understanding the exceptional learners as well as cooperative roles which educators must jointly fill in providing an appropriate education for exceptional learners". Candidates learn about the various exceptional learners who might be included in both elementary and secondary general education settings. Included are the laws in support of individuals with disabilities, IDEA, components of an IEP, and the cooperative roles which educators must jointly fill in proving an appropriate education for exceptional learners. In SPED 215 - 1. Lecture overview of the characteristics to identify students with emotional disabilities, 2. Lecture, readings, and learning activities to identify the characteristics of students who have experienced trauma 3. Guest lecture presentations provided by PATINS Technical Assistance providers on the topics of Emotional Regulation and Emotional Regulation strategies using Assistive Technology, 4. Students create a classroom based positive behavior intervention support (PBIS) plan integrating emotional skill development lessons integrating technology, 5. Identify research-based interventions and supports for social, emotional, behavioral, and academic growth, 6. Develop an individualized behavior management plan based upon assessment data collected during the students practicum placement in a Title 1 school. In SPED 321 Special Education Law and Procedures - 1. Lectures, learning activities, and weekly assessments are provided to give an overview of the historical aspects of special education and the implications for all teachers today, 2. Lectures, learning activities, and weekly assessments are provided to address federal and state legislation, and significant court cases, 3. Students utilize a lesson plan template when developing a thematic unit requiring components of UDL be addressed in lessons, 4. Students are assessed on the incorporation of individualized IEP goals based on a case study within their thematic unit, 5. Students demonstrate conceptual knowledge of special education law by creating a topical discussion presented as a podcast along with an annotated transcript citing references to the learning objectives of the course.

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    Elementary majors, take Sped 215-Behavior management - "This course provides the candidate with a practicum opportunity working with elementary students". Candidates work through the components in a Functional Behavior Assessment and Behavior Intervention Plan. Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. In SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), and students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study. All education majors also take SPED 226: Candidates learn about the components of an IEP and complete activities.

    c. **Effectively teach students who are limited English proficient.**

    All teacher education candidates take a multicultural course which addresses the needs of students who are limited English proficient. Many elementary education candidates take a course on language acquisition as part of their minors. Elementary education majors are also exposed to and have opportunities to work with students with limited English proficiency in several courses throughout their program. In SPED 215 Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. In SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), 2. Students create a draft IEP utilizing the Indiana IEP online

system based on a their syntheses of a case study. In SPED 226: Candidates learn about multicultural perspectives that includes instructional supports for students who are limited English proficient.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   SPED 215: Candidates learn how to collect behavioral data and implement positive behavior supports in a practicum setting. This occurs while providing after-school tutoring to elementary students. SPED 314: Candidates learn how learning disabilities can impact a student's ability in math. Candidates develop knowledge and skills in the evidence-based practice for teaching students with disabilities math. Candidates use micro-teaching and video-analysis for self-evaluation of their teaching. The course culminates with the candidates teaching students with disabilities math in a school setting. SPED 402: Candidates learn how to use a problem-solving modeling to specially design instruction for students with disabilities in a classroom setting. Candidates collect academic data and specially design an intervention for a student with a disability. The intervention must be evidence-based and the candidate should implement the intervention with fidelity. Then, candidates collect progress-monitoring data, made adjustments to the instruction, and set a new goal. SPED 226: Candidates learn about the various exceptional learners who might be included in both elementary and secondary general education settings. SPED 311: Candidates learn about Special Education Assessment and procedures. SPED 318: Candidates learn about supporting individuals who struggle in reading and literacy skills. Candidates develop knowledge and skills in using evidence-based practices for teaching students with disabilities in reading. Candidates use micro-teaching and video-analysis for self-evaluation of their teaching of reading lesson plans. The course culminates with the candidates teaching students with disabilities in reading, in a classroom setting. SPED 321 Special Education Law and Procedures - 1. Lectures, learning activities, and weekly assessments are provided to give an overview of the historical aspects of special education and the implications for all teachers today, 2. Lectures, learning activities, and weekly assessments are provided to address federal and state legislation, and significant court cases, 3. Students utilize a lesson plan template when developing a thematic unit requiring components of UDL be addressed in lessons, 4. Students are assessed on the incorporation of individualized IEP goals based on a case study within their thematic unit, 5. Students demonstrate conceptual knowledge of special education law by creating a topical discussion presented as a podcast along with an annotated transcript citing references to the learning objectives of the course. SPED 400: Candidates learn about strategies in supporting secondary students with disabilities, in various settings. Students learn about and present collaborative partner lesson plans, in an online platform. Students learn about the interconnectedness among the secondary school, the community, and the family. Candidates learn about preparing students to make transition to adult living.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   SPED 215: Candidates work through the components in a Functional Behavior Assessment and Behavior Intervention Plan. SPED 226: Candidates learn about the components of an IEP and complete activities. SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), and students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study.

   c. **Effectively teach students who are limited English proficient.**

   SPED 203: Candidates review characteristics of students who are limited English proficient. Candidates develop knowledge in practices for working with young child with disabilities who have limited English proficiency. SPED 314: Candidates develop knowledge and skill in using concrete and visual representations to develop conceptual knowledge. SPED 318: Candidates learn about explicit instruction and the use of modeling and visual supports in teaching reading. SPED 311: Candidates learn about Special Education assessments that can be used with students who are limited English proficient. In SPED 215 Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. In SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), 2. Students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

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

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Malea Crosby

TITLE:

Director of Continuous Improvement

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Carrie Ball

TITLE:

Chair of Department of Teaching and Learning