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Southern Illinois - Edwardsville  
Traditional Program

2016 | Title II Reports

## Complete Report Card

AY 2014-15

### Institution Information

**Name of Institution:** Southern Illinois - Edwardsville  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Illinois

**Address:** Box 1062

Edwardsville, IL, 62026

**Contact Name:** Ms. Gretchen Fricke  
**Phone:** 618-650-3580  
**Email:** gfricke@siue.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Early Childhood Education	No
Elementary Education	No
Music Education	No
Secondary - English Language Arts	No
Secondary - Foreign Languages: French	No
Secondary - Foreign Languages: German	No
Secondary - Foreign Languages: Spanish	No
Secondary - Mathematics	No
Secondary - Science: Biology	No

Secondary - Science: Chemistry	No
Secondary - Science: Earth and Space Science	No
Secondary - Social Science: Geography	No
Secondary - Social Science: History	No
Secondary - Social Science: Political Science	No
Secondary - Theater	No
Special Education	No
<b>Total number of teacher preparation programs: 17</b>	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.siu.edu/education/advisement/index.shtml>

Please provide any additional comments about or exceptions to the admissions information provided above:

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.31

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.81

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

**Section I.b Postgraduate Requirements**

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.31

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.81

Please provide any additional comments about the information provided above:

**Section I.c Enrollment**

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	251
Unduplicated number of males enrolled in 2014-15:	40
Unduplicated number of females enrolled in 2014-15:	211

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	16

Native Hawaiian or Other Pacific Islander:	1
White:	228
Two or more races:	2

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	220
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	612
Number of students in supervised clinical experience during this academic year	454

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

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	15
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	77
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	82
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	46
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	53
Teacher Education - Social Science	70
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	14
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	5
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	6
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	9

Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	15
Teacher Education - Early Childhood Education	19
Teacher Education - Elementary Education	77
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	7
Teacher Education - Business	0
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	0
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	3
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	5
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	
English Language/Literature	19
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	8
Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	3
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 177

2013-14: 200

2012-13: 302

## Section II 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 to state credential 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. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2014-15**

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

12

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

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

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

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

The faculty's goal is to grow the program numbers to the levels prior to the new state requirements. They continue to monitor teacher candidates' content knowledge their testing data, and curricular changes. A joint effort between math, education, and STEM faculty resulted in a Noyce grant with a goal of recruiting qualified students to teach secondary mathematics. Efforts will continue to promote endorsements in mathematics as well.

**Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

12

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

Faculty members monitor teacher education candidates' IL Content Test Scores, tracking subscore trends over semesters to determine if their candidates are weak in any areas. Candidates consistently score above the cut score in all areas. Candidate pass rate is 100% demonstrating the program's effectiveness. State requirement: for admission to teacher education programs in Illinois have been revised to include the option of using an ACT score of 22 with the writing component. This change in the rules is expected to create an increase in the number of teacher candidates who are admitted to programs. Increased admissions may result in more teacher candidates pursuing a teaching license in mathematics. However, the State of Illinois has also mandated grade range changes for elementary, middle, and secondary licenses. With this change, new math standards for future teachers have also changed, increasing the math requirements for each grade level and math endorsements: Faculty are investigating grant opportunities that include recruitment efforts in mathematics.

**Academic year 2016-17**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

12

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

Faculty members monitor teacher education candidates' IL Content Test Scores, tracking subscore trends over semesters to determine if their candidates are weak in any areas. Candidates regularly score above the cut score in all areas and have a high rate of passing. This is the first year that the edTPA is being used for licensure. We will be looking closely at scores for each of the rubrics to determine if modifications in any classes would be helpful for the future. A survey is now issued each semester in a beginning education course to determine interest in specific content areas and results are shared with the appropriate faculty. As a new recruitment technique, those students indicating an interest in secondary math are contacted by a math faculty member to discuss the major and potential career opportunities. An additional recruitment tool for secondary math is the Noyce Math grant that awards scholarships to select individuals planning to pursue secondary mathematics licensure and teach in a high needs school. We are hopeful that these as well as the increasing need for qualified math teachers will help our program grow.

## Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2014-15**

**Did your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

15

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

No

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

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

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

SIUE was awarded the Noyce Scholarship which is expected to support up to 36 STEM candidates over the next five years. The Physics Teacher Education program is officially closed and all candidates have graduated from the program.

#### Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

9

Provide any additional comments, exceptions and explanations below:

SIUE received a Noyce Grant which offers scholarships to help support pre-service teacher candidates. Candidates can receive \$11,500 per year for up to two years as long as they commit to teaching two years in a high needs school for every year of funding and complete other program requirements. This draws some students to teaching, particularly through our cooperation with the community colleges, because this is almost a full scholarship at SIUE prices (except for room and board).

#### Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

This is the ideal size for the ESSE program since the students take classes taught by other departments. Chemistry typically has 3 candidates enrolled per year. Prior to 2014, Biology usually had approximately 10 or more candidates, so the numbers in this area are much lower.

## Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

#### Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

50

Did your program meet the goal for prospective teachers set in special education in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The projected number of candidates for this year is much lower due to state imposed increased admission requirements. The ACT (composite score of 22 with a writing score of 19) is now being used as an alternate entrance requirement and this is allowing more students to enter the program.

#### Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

33

Provide any additional comments, exceptions and explanations below:

Recruitment efforts at the graduate level have included visits to 35 schools each fall plus program information left in teacher workrooms or lunchrooms, graduate fa



teacher institutes and emails sent to school principals and teachers. Other recruitment efforts include working/meeting with advisory council members (area administrators) to determine coursework, format, time, etc. that best meets the needs of graduate students as well as district needs, etc. There have been preliminary talks with Curriculum and Instruction faculty about a dual license in SPE and Elementary for undergraduate teacher candidates. We also offer electives to other education majors to expand their knowledge of special education: early childhood approval, special education/early childhood minor for health ed, and a special electives for general education candidates.

#### Academic year 2016-17

##### Will your program prepare teachers in special education in 2016-17?

Yes

##### How many prospective teachers does your program plan to add in special education in 2016-17?

30

##### Provide any additional comments, exceptions and explanations below:

Our preliminary numbers indicate that approximately 20 students will meet all program requirements to start the undergraduate special education program in Fall 2016. Our graduate program usually enrolls approximately 10 new graduate students each Fall. This year there may be a slight increase due to additional course requirements for the endorsement from a state approved program. We are also looking to offer courses (electives) to students in other related fields (literacy, elementary and early childhood) so our undergraduate and graduate numbers could also increase based on these future changes. The above numbers could change based on students completing the required state tests and coursework to enter the Fall 2016 cohort.

## Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

#### Academic year 2014-15

##### Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

##### How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

##### Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

##### Description of strategies used to achieve goal, if applicable:

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

##### Provide any additional comments, exceptions and explanations below:

#### Academic year 2015-16

##### Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

##### How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

##### Provide any additional comments, exceptions and explanations below:

#### Academic year 2016-17

##### Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

##### How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

##### Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

**recruitment trends.**

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

SIUE's teacher candidates are prepared to meet the challenges of teaching all learners. Their coursework lays the foundation for understanding the diversity of students, the content being taught, effective planning and instructional strategies, assessment practices, creation of a safe and productive environment, and instructional decision-making. This foundational knowledge is enacted in field experience placements, which are in a variety of settings (rural, urban, and metropolitan) and in a range of grade levels. Faculty work closely with school partners to ensure that candidates have meaningful, reflective experiences within their school placements, drawing on what they have learned from their methods and foundational courses. Candidates not only observe, plan and teach, they also work collaboratively with students, peers, parents, and school faculty and administration. These components of SIUE's teacher education programs prepare candidates to effectively teach in local districts as well as those in other states. General education candidates are required to successfully complete coursework addressing instructional strategies that maximize student learning within the context of their social, economic, cultural, linguistic, and academic experiences, as well as the teaching and learning of students with exceptionalities. Both general and special education candidates are required to take a wide range of general education coursework in the arts, sciences, and humanities in addition to content and reading methods courses within their programs. Methods courses focus on differentiated instruction as a means of meeting the needs of P-12 students.

The edTPA became a requirement for IL licensure after September 1, 2015. Programs have worked diligently with local school faculty and administration to make this a seamless process. Candidates, under the direction of their cooperating teachers and university supervisors, are applying what they have learned about effective teaching to meet instructional needs by assessing students, analyzing their teaching, and making instructional decisions based on data. This joint effort is preparing candidates to also meet the needs of local districts.

**Section III Assessment Pass Rates**

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	21	242	10	48
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	128	257	128	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2013-14	1			
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	24	268	24	100
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13	26	266	26	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	57	264	57	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	81	265	81	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	44	263	44	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	75	261	75	100

102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	72	267	72	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2012-13	79	261	79	100
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	3			
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	1			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	260	21	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	19	257	19	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	25	260	25	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	26	258	26	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	69	263	66	96
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	70	265	70	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	71	266	71	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2012-13	79	262	79	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	16	270	16	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	20	267	20	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	19	266	19	100
128-FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2012-13	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
135-FOREIGN LANGUAGE: SPANISH	1			

Evaluation Systems group of Pearson All program completers, 2013-14				
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	5			
142-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	25	271	25	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	15	271	15	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	26	266	26	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2012-13	31	267	31	100
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	8			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	8			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	11	266	11	100
143-MUSIC Evaluation Systems group of Pearson Other enrolled students	4			
143-MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	4			
143-MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	3			
143-MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	4			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	23	251	23	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	7			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	8			

105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	14	263	14	100
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	5			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	5			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	7			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	5			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	13	259	13	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	22	264	22	100
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	4			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	25	258	24	96
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	15	261	15	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	26	258	26	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2012-13	30	259	30	100
145-VISUAL ARTS	2			

Evaluation Systems group of Pearson Other enrolled students				
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	6			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	7			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	8			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	159	159	100
All program completers, 2013-14	198	198	100
All program completers, 2012-13	261	261	100

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

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.

Technology is infused in general education and teacher education coursework. Teacher candidates extensively use computers, tablets, and videotaping equipment in their coursework and field placements. There is a marked increase in video analysis of teaching assignments in teacher preparation coursework since edTPA will be consequential for state licensure. Additionally, candidates use assessment and content learning online software while in their school placements. A new course was developed this past year which concentrates on technology applications for the educational setting.

### Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively

Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

SIUE's teacher education programs are in transition due to a state mandate for redesign. At this time only the elementary education program has been fully redesigned. This program now has diversity integrated throughout five core inquiry courses: Planning Instruction for Diverse Learners, Language and Communication in Multiple Contexts, Planning for Differentiated Instruction, Introduction to Educational Assessment, and Creating and Managing Effective Learning Environments. These course also have field components which anchor the content to the classroom setting. Elementary education candidates are also required to take SPE 400, The Exceptional Child. In this course, general education candidates learn how to work with students with disabilities or LEP and their families through a variety of class activities, assigned readings, lectures, use of assistive technology, and assignments. Candidates learn the legal requirements of IDEA, how to participate as a member of and IEP team, evidenced-based interventions and effective collaboration and professional practices.

The remainder of teacher education candidates take foundations courses:

EPFR 315 Candidates study the organization and basics of human learning and development as applied to school environment. This course emphasizes cognitive process, cognitive development, behavior, and classroom evaluation.

EPFR 320 Candidates learn about the diversity of language in the classroom (dialect awareness), culture shock, for students, examination of assimilation and acculturation, management of linguistically diverse classrooms, programs for English Language Learners, Sheltered Instruction techniques, and sexual orientation in public schools and educational settings.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The special education program provides extensive experiences needed to prepare teacher candidates to teach K-12 students with disabilities. Candidates study the IEP process, IDEA legal guidelines, collaboration skills, assessment processes, intervention strategies, progress monitoring, functional behavior assessment, classroom management, functional curriculum, assistive technology, transitional planning, curriculum adaptations and methods of teaching reading and mathematics to student with disabilities. Four field placements spanning the full range of ages and disabilities are also part of the curriculum. During these placements, candidates enact assignments associated with concurrent program coursework. One example, is the behavioral change project wherein a candidate selects a target student, builds a relationship with the student's family, assesses the student's academic and behavioral performance, identifies appropriate goals, and objectives, selects and implements evidence-based instructional and behavioral interventions, conducts ongoing progress monitoring, and reflects upon the experience. Special education and general education candidates are required to take a literacy course which includes methods which help them work with limited English proficient students. Special education methods courses also integrate instructional strategies that accommodate limited English proficient students. Additionally, candidates take a course solely devoted to language acquisition and development. This course focuses on collaboration with families, including families from different cultural backgrounds.

## Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

### Supporting Files

## Complete Report Card

AY 2014-15