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Southern Illinois - Edwardsville
Traditional Program

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AY 2015-16

Institution Information

Name of Institution: Southern Illinois - Edwardsville
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: Box 1062

Edwardsville, IL, 62026

Contact Name: Ms. Gretchen Fricke
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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
Total number of teacher preparation programs: 17	

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.siue.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. (S205(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 2015-16

3.26

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 2015-16

3.81

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

SECTION I.D 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 2015-16

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 2015-16

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 2015-16:	227
Unduplicated number of males enrolled in 2015-16:	46
Unduplicated number of females enrolled in 2015-16:	181

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	2
Black or African American:	16

Native Hawaiian or Other Pacific Islander:	2
White:	207
Two or more races:	6

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	456
Number of students in supervised clinical experience during this academic year	312

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 2015-16. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	35
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	10
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	14
Teacher Education - Social Science	13
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	5

Teacher Education - Special	
Teacher Education - Geography	2
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
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 2015-16. 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	
Teacher Education - Special Education	32
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	78
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	1
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	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
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	7
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	
English Language/Literature	7
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	8
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:

2015-16: 175

2014-15: 177

2013-14: 200

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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/utsa.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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

12

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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:**

In many programs across campus the number of teacher candidates has decreased and is only recently starting to rise again. We are beginning to notice a slight increase in the number of underclassmen interested in pursuing a career in secondary mathematics education. Faculty monitor state licensure tests, tracking subscore trends of teacher candidates, to identify weak areas. This data is then used to improve coursework and appropriately advise teacher candidates. Additionally, 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.

Provide any additional comments, exceptions and explanations below:

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.

Academic year 2016-17**Is your program preparing teachers in mathematics in 2016-17?**

Yes

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

12

Provide any additional comments, exceptions and explanations below:

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. The Senior Assignment, a University and program requirement for undergraduates which focused on a culminating mathematics or statistics project in the semester when teacher candidates were typically student teaching, was recently modified to include a culminating project related to student teaching as well as a smaller component focused on mathematics or statistics completed in the previous semester. We are hopeful that these as well as the increasing need for qualified math teachers will help our program grow.

Academic year 2017-18**Will your program prepare teachers in mathematics in 2017-18?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

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 recruitment technique, those students indicating an interest in secondary math that have not already declared a major in the department 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. Faculty recently modified the existing content methods course and created an additional content methods course, both awaiting University approval, to support teacher candidates as they prepare for the edTPA and the increasing requirements for classroom teachers. We are hopeful that these as well as the increasing need for qualified math teachers will continue to 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 2015-16**Did your program prepare teachers in science in 2015-16?**

Yes

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

9

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Raising profile of the three science secondary education programs at college advising.

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

Training future teachers remains an important goal in all three departments, however in these difficult financial times, the three programs had to share resources. In addition, the programs require more hours to complete than the non-teaching programs. Lastly, there needs to be a secondary science majors course to build a sense of a cohort among the students. This should aid in retention.

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 \$11,000 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**Is your program preparing teachers in science in 2016-17?**

Yes

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

10

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 \$11,000 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 2017-18**Will your program prepare teachers in science in 2017-18?**

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

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 \$11,000 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).

The Earth and Space Science Program is in need of a redesign and other refinements. It is currently not accepting students. It was the smallest of the programs and it hoped these discussions around the program will allow for a stronger program to emerge. However, the Biology and Chemistry programs continue to attract qualified students.

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 2015-16**Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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:**

We have 2+2 agreements with local community colleges, offer numerous service courses to other programs, offer electives, and an entry level course (SPE 100) that serves as a recruiting course for individuals interested in learning more about special education and people with disabilities. Steps to improve performance in meeting the goal of 33 new candidates each year include continuing our work with Student Services to advertise our program at school visits, as well as utilize our present and former students as ambassadors of the program when speaking to local groups on and off campus.

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 fair 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**Is your program preparing teachers in special education in 2016-17?**

Yes

How many prospective teachers did 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

Academic year 2017-18**Will your program prepare teachers in special education in 2017-18?**

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

30

Provide any additional comments, exceptions and explanations below:

No additional comments

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 2015-16**Did your program prepare 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?**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?**

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 2016-17**

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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.

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

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 All program completers, 2015-16	22	255	22	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	128	257	128	100
188-APT (ALL LEVELS)	1			

Evaluation Systems group of Pearson All program completers, 2013-14				
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	24	268	24	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	57	264	57	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	44	263	44	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	72	267	72	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			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	20	44	20	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	19	256	18	95
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	22	259	22	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
197-ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	45	241	27	60
198-ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	45	250	36	80
199-ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	45	257	42	93
200-ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	45	263	45	100
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	72	44	72	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson	1			

Other enrolled students				
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	77	265	77	100
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
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	7			
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
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	3			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			
TPO21-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	3			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	26	267	26	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	32	269	32	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
115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			

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			
143-MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	3			
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			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	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			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
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			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
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			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	4			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP006-SECONDARY SCIENCE	3			

Evaluation Systems group of Pearson All program completers, 2015-16				
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	1			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	8			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	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
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	26	254	26	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	32	260	32	100
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
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	22	46	22	100
TP015-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	4			
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			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	164	164	100
All program completers, 2014-15	159	159	100
All program completers, 2013-14	198	198	100

Section IV Low-Performing

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.

All education candidates are 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.

All education programs provide instruction in strategies for teaching students who are limited English proficient and candidates are given the opportunity during clinical field experiences to implement this knowledge in classroom settings. Candidates are also placed in clinical experiences that require they participate as part of team of educators working with students with individualized education plans.

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 2015-16