



Indiana University Southeast  
Alternative, IHE-based Report AY 2019-20  
Indiana



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Camahalan

**PHONE**

(812) 941-2206

**EMAIL**

ecokerko@ius.edu

# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

**(§205(a)(C))**

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

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1328	Teacher Education - History	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

4

# Program Requirements

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

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

## Postgraduate Requirements

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

2019-2020 Cohort Date Advance to Teaching Admission GOA 3.159 Advance to Teaching Completion GPA 3.8025 Transition to Teaching Admission GPA 3.316 Transition to Teaching Completion GPA 3.9797 Based on this data, we see that our candidates are being admitted with an overall GPA exceeding the minimum 2.5 requirement and completing programs with an overall GPA well above the minimum 3.0 completion requirement.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="240"/>
Number of clock hours required for student teaching	<input type="text" value="440"/>

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

- Yes  
 No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

## All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

10

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

4

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

28

**Number of students in supervised clinical experience during this academic year**

28

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

Candidates spend 8 months in an elementary classroom. Two and a half (2 1/2) days per week of the first semester for practicum and 5 days per week for student teaching.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

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

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	76
Subset of Program Completers	23

Gender	Total Enrolled	Subset of Program Completers
Male	17	5
Female	59	18
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	1	1
Black or African American	0	0
Hispanic/Latino of any race	5	4
Native Hawaiian or Other Pacific Islander	0	0
White	68	18



Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	0	0
<b>No Race/Ethnicity Reported</b>	1	0

## Teachers Prepared

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

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

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

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

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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

### What are CIP Codes?

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	10

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Indiana University Southeast School of Education receives input on program development and evaluation through advisory boards created for each program level (undergraduate and graduate), a university-wide council called COPEP and an overall new SOE collaborative council consisting of community stakeholders. These advisory boards comprise of representatives from other Schools on campus, School partners and teacher candidates. We also receive input through various surveys from employers and program completers. A new event was organized and held in December to appreciate, celebrate, and get feedback from alumni and school partners. We have received grants in recent years that have improved learning outcomes for our teacher candidates. For example, we have a long-term grant relationship with WHAS Crusade for Children which provides academic materials and other resources for special education teachers who work with students with disabilities. This grant also supports two scholarship per year for one undergraduate and one graduate special education candidates. We recently launch additional scholarship opportunities specific to the School of Education teacher candidates. Our candidates are required to do a minimum of 15 hours of practicum in urban settings in Louisville, KY. Instruction on



how to work with and teach limited English proficient students and special education students is delivered through required course work. For example, all undergraduate teacher candidates take EDUC-M 300: Education in a Pluralistic Society and EUDC-K 200. Graduate students take a diversity course in social foundations. We now have a minor in ENL for undergraduate students and have taken over the running of the ENL licensure program that was previously offered in partnership with IU Bloomington. An application has been approved by IDOE for us to offer both the undergraduate and graduate licensure in ENL. In response to the needs of the community and teaching profession, recently, we proposed and have been approved to offer Early Childhood Education - Transition to Teaching program. We also received approval to reduce the Master's degree program from 36-credit hours to 30. The University continues to provide financial support for an ENL project called New Neighbors to assist in providing materials and professional development to teachers regarding ENL. Basic Assessment Cycle within our EPP Plan and Prepare Develop objectives, learning outcomes, alignment to standards (State, national, In TASC, and CAEP) Create course materials that articulate to students both the outcomes and the disciplinary context in which these outcomes operate. Curriculum Mapping Finalizing the decision points for all programs from the entrance to the exit of the candidates. Identify SPA/KEY assessments that need to tracked and monitored for candidate progress within the programs. Tracking system – Task Stream Making sure all SPA/State data are tracked and monitored and reviewed for continuous improvement. Do we have All CAEP data? How many cycles? Assess – Multiple Measures Collect, Analyze, Share Collect and analyze direct evidence of candidate progress from Entrance to exit and monitor their progress through task stream. Program level assessments Unit wide assessments SPA/state reports Dispositions Collect and analyze indirect evidence, such as job placement rates, surveys, title II reports, grades, enrollment, retention, completion, and case studies for program impact. Share assessment processes and results with stakeholders. Improve / Reflect Use what we have learned from assessment processes and efforts to revise programmatic changes/revisions and unit-wide improvements. Program Review days each semester for EPP, with stakeholders on some days. Share data with COPEP, School Administrators, P-12 educators, Alumni, Advisory boards and conduct focus groups as necessary with completers and principals. Consider the effect of revision/improvements in student learning that resulted from your assessment process. Reflect on the assessment cycle to prepare for further assessment.

# Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Secure a successful and nurturing clinical field experience for teacher candidates to develop teaching skills.

3. Did your program meet the goal?

- Yes  
 No

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

We renewed our Growing Tomorrow's STEM Teachers grant and added two mathematics teachers to the project. We also graduated 3 undergraduates in the Secondary mathematics education and 2 postgraduates who received their secondary mathematics teaching licenses. We actively recruit and nurture our students in the secondary mathematics education program.

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

We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Provide a highly effective and interactive mathematics educator who is proficient in the use of technology and able to recognize student learning differences and adapt to the learner.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We will implement the 4-semester block: We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

# Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Secure a successful and nurturing clinical field experience for teacher candidates to develop teaching skills.

3. Did your program meet the goal?

- Yes  
 No

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

Candidates are placed with master teachers who graduated from our program.

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

Weekly conversations and site visits with teachers and principals through zoom conference because of the pandemic.

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

We continue to monitor the pass rates of students on the licensure tests and provide consistent support to them in preparing for the tests – through advising, alignment of curriculum to State and National Standards and placing of test preparation materials in the library for students to use as

resources. In 2017, our institution was awarded a STEM grant by ICHE to recruit STEM teachers to provide 12 free graduate credits and other supports for prospective graduate students needing to meet ICHE's dual credit credentialing requirements and for those enrolled in our Secondary Education Post Baccalaureate program. Known as "Growing Tomorrow STEM Teachers," this 2-year grant program started in Spring of 2018 and will definitely boost our enrollment in all STEM areas. We have to admit 10 STEM candidates each year.

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Provide a highly effective and interactive mathematics educator who is proficient in the use of technology and able to recognize student learning differences and adapt to the learner.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Provide a highly effective and interactive science educator who is proficient in the use of technology and able to recognize student learning differences and adapt to the learner.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

### Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To increase overall enrollment in undergraduate and graduate special education, Mild/moderate program by 2%.

3. Did your program meet the goal?

- Yes  
 No

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

While both the undergraduate and graduate programs are holding steady with students, we were not able to meet our goal of a 2% increase in our programs for the 2020-2021 school year. Prior to the Covid pandemic and the closure of many activities, we were able to attend open houses on campus, meet with F200 pre-education students and recruit from local school districts through college days, etc. Due to closures, these events were postponed or canceled. With these opportunities canceled or limited at best, recruiting efforts were minimal during the decision-making window.

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

The Special Education department will continue to attend events on campus and in local school districts to recruit potential students as more things become available. The face to face contact is our best recruiting tool for special education

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

We will continue to align our goals with those of the School of Education as it relates to recruitment. . .2% in both graduate and undergraduate programs.  
1. Realign SPA rubrics to CEC Standards and Speciality Sub-group standards 2. Continue to provide high-quality students who pass licensing exams and become effective special education teachers within the community.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The goal for the 2021-2022 school year will be back on track with our recruiting with a 2% increase for both the graduate and undergraduate programs.

# Annual Goals: Instruction of Limited English Proficient Students

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

With the rapid growth of the ENL program, we are looking at new ways to meet the need and keep up with the demand. We will develop a cohort model and approach school districts with a plan to serve them within their districts. Our goal is to add at least one cohort to the local candidates. We will propose to hire another ENL professor and/or cultivate strong adjuncts to assist in meeting the need. We hope to maintain the current level of enrollment and increase the number of undergraduate participants.

3. Did your program meet the goal?

- Yes  
 No

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

We met the goals by strategically liaising with school districts that have rapid EL growth to recruit for cohorts for in-service teachers. We also reached out to preservice programs to promote the licensure and worked with Elementary to rewrite their checksheet to show a more logical progression of courses for the ENL Concentration option. We have succeeded in developing the cohort model for the ENL licensure program with three districts participating outside of our regular local enrollment. We have hired two additional part-time instructors who are highly qualified and we continue to advocate to replace an ENL Assistant Professor position that is vacant due to a hiring freeze.

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



We will continue to reach out to prelicensure programs to talk with their students about adding the ENL licensure program/minor/concentration and about incorporating more second language acquisition and strategies into content courses.

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Since our ENL license was approved by the IDOE fall 2018, we have had several (4 I think) T2T or A2T individuals pursuing ENL concurrently with those programs. We have 1 new one who just started taking her first ENL class this summer and will start the T2T program in the fall. We have had quite a few queries on this combination and I always advise them through the process. The Program Coordinator and Director of Graduate Programs came up with a new table of how to combine T2T/ENL/MS that we shared with this new T2T person that can be used to market the programs together. I would say we are at the beginning stages of promoting it and I suggest that I visit the T2T and A2T groups this fall to promote it explicitly.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Goals for next year include advocating for a course for all pre-service teachers or more strategic embedding of second language acquisition and strategies for teaching content to ELs into each program. We will continue to increase awareness of the program at the undergraduate level to add another 5 candidates to reach 27 with 14 of them preparing for licensure (they are not required to add the license or take the licensure exam to complete the minor/concentration). We also expect to maintain the cohorts and plan for new groups from the same districts for 2021-22 (we will advertise and foster those relationships to ensure this). We will also reach out to other districts to add one additional cohort. Our overall goal is to reach 100 ENL candidates at both the graduate and undergraduate levels.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	3			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	7			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	3			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	7			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	8			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	244	9	90
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	15	13	87
All program completers, 2018-19	14	13	93
All program completers, 2017-18	15	13	87

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

Continuing CAEP Accreditation

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

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Faculty and staff in the SOE are committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. The University provides and maintains broad-band internet access, both wired and wireless. This internet access allows faculty and staff to build upon the foundation by incorporating current instructional technology methods and equipment in support of the educational process. In the SOE's pursuit to foster 21st-century teachers, candidates are provided opportunities to experience technology through faculty modeling and implementation in courses, long term use of Chromebooks, creating technology-rich lesson plans, participating in technology-based professional development sessions, both by our own faculty experts as well as through the ILTE (Institute for Learning and Teaching Excellence), taking online hybrid courses and practicing technology integration through grants and projects. Candidates learn about Instructional Technology at different blocks for different programs for 1) planning, development, delivery, and assessment of instruction including Project-based Learning (PBL), personal web pages, cloud computing; 2) problem solving; 3) school and classroom record keeping and administration; 4) educational research; 5) electronic information access and exchange that serves to enhance worldwide communication between youth; 6) enhancing visual literacy and individual artistic creativity; and 7) personal productivity, 8) introductory coding, and robotics, 9) and computer care and operation. Instructional Technology is integrated using ISTE standards for curriculum, field and clinical experiences, assessments, and evaluations. All Initial Level programs which include Elementary, Secondary and Special Education have technology courses that they are required to complete in their first block. The campus offers professional development for the use of



technology through the IUS Institute for Learning and Teaching Excellence office. For example, the following topics were offered and attended by the faculty: Canvas Updates, Joy of Teaching, Course Design, Boot Camp for Online Courses, Online Teaching Refresher Training, and Scholarship of Teaching and Learning. There were also several town hall meetings with faculty to discuss how to overcome the current pandemic situation. The professional developments activities were interactive, relevant to multiple disciplines, based on experience and research, and a dialog among educators who care for student learning. The online boot camps for faculty offered a small stipend after successful completion. Topics covered include the ILTE Canvas Syllabus template, accessibility, Kaltura, the new IUS/ILTE Academic Media Production Space, Quick Check, and New Quizzes, as well as time to discuss challenges and helpful strategies with colleagues. This was offered three times within the academic year. Spaces were filled on a first-come, first-served basis. Daily attendance was required. Participants can only miss one day, and all work was needed to be made up. The campus also offers available resources for online teaching. Examples are Tech Tip: Canvas Grading Scheme and SoTL Tip: How to Structure Your Online Class for Inclusion, to name a few. The university offers additional resources intended to help faculty ease into the transition. IU's [keep-teaching.iu.edu](http://keep-teaching.iu.edu) site was developed in 2009 in response to the H1N1 flu virus epidemic. Created by the University Information Technology Services team, the site provides faculty with the technical resources needed to move from face-to-face teaching to an online environment, while also considering pedagogical strategies. The site also has instructions for using specific tools, including Canvas, Zoom, Kaltura, and PowerPoint recordings.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

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

#### a. Teach students with disabilities effectively

For Advance to Teaching (A2T) and Transition to Teaching (T2T) the students take K505 in the summer. It is a Graduate Introduction to Special Education Course. All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process. In Transition to Teaching (T2T), In their last two M500 practicums- they attend IEP meetings when allowed – with their P12 clinical educators in their assigned school (if they are not allowed to attend – due to FERPA and parents permitting candidates attendance- P12 clinical educators can involve our candidates in the process- but just not attend the meeting)

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

All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process.

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

All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors. Furthermore, IUS added ENL as a minor/elementary concentration/additional licensure option starting in fall 2018. T2T – in the summer courses with N523 and E514- (math and reading) our candidates work at an elementary school for a 2 week placement from 8:30-4:30- working with ENL students – teaching them Math and Reading.

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

 Yes

 No

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

#### a. Teach students with disabilities effectively

All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process. For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

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

For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

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

All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors.

# Contextual Information

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

We have submitted all accreditation reports to CAEP. Our site visit for accreditation was in Fall 2020 and we are currently waiting for the results. Many factors, such as the economy, change in demographics, and the change in testing seemingly have negatively impacted the number of students entering our programs and those seeking teaching licensure. The campus and School have support programs for the recruitment and retention of candidates. The School applied for several grant opportunities and was awarded for the following: recruitment and preparation of STEM teachers, improvement of the school counseling program, teacher-residency collaborative projects with K-12 schools, reading clinic for middle school kids, community engagement project with English learners, writing project with K-12 educators, etc. We have submitted an annual report to CAEP on April 30th with an update on our efforts at meeting the national accreditation standards. We are planning to transition our data collection to Canvas-Outcomes. We utilized data for program improvement through the use of Taskstream (data software) as our assessment tool. Budget constraints motivated us to look for another alternative to TaskStream. We conduct data review days twice a year to discuss our data and close the program feedback loop. We utilize our advisory councils and annual surveys to gather input from stakeholders on program and candidate performances. The biggest challenge this year is the situation presented by the pandemic and the shift to virtual teaching. With the help of the campus resources, faculty were given professional development workshops and resources to effectively implement virtual teaching.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

**NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:**

D'Andrea L. Williams

**TITLE:**

Undergraduate and Graduate Licensing Advisor

## Certification of review of submission

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

**NAME OF REVIEWER:**

D'Andrea L. Williams

**TITLE:**

Undergraduate and Graduate Licensing Advisor