



Indiana University Southeast
Traditional Report AY 2018-19
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

Williams

PHONE

(812) 941-2251

EMAIL

dw39@ius.edu

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))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

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 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.5

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

2.5

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

The minimum GPA for Secondary Education is 2.75.

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 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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
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:

N/A

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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="483"/>

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)

5

[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)

2

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

104

Number of students in supervised clinical experience during this academic year

100

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

Students have several clinical experiences prior to student teaching. They have 30 hours of early experience prior to admission. Ten (10) hours in diverse settings (English for Speakers of other languages). Students have field experience in 3 or 4 blocks depending on the major selected, which varies from 90 to 360 hours. Finally, students have 2,000 (10 weeks) in Secondary Education, 3,200 (16 weeks) in Elementary and 3,200 (2- 8-week placement- split elementary/middle-high) in Special education for student teaching experience.

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

2018-19 Total	
Total Number of Individuals Enrolled	502
Subset of Program Completers	80

Gender	Total Enrolled	Subset of Program Completers
Male	119	13
Female	383	67
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	14	0
Hispanic/Latino of any race	13	0
Native Hawaiian or Other Pacific Islander	0	0
White	454	78

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	15	0
No Race/Ethnicity Reported	4	1

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 2018-19.

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 2018-19

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" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="52"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
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 2018-19. 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 2018-19

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	6
13.1202	Teacher Education - Elementary Education	52
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1646 1256 1692" type="text"/>	
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	45

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	25
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	11
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	21
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	6
30	Multi/Interdisciplinary Studies	3
38	Philosophy and Religious Studies	2
40	Physical Sciences	1
41	Science Technologies/Technicians	0
42	Psychology	84
44	Public Administration and Social Service Professions	0
45	Social Sciences	9
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	38
51	Health Professions and Related Clinical Sciences	30
52	Business/Management/Marketing	162
54	History	16

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.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Secure a successful and nurturing clinical field experiences 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 received numerous observations with feedback from host teachers and university supervisors. Candidates all attended an Argument-Driven Inquiry (ADI) workshop and developed and delivered with assessments ADI lesson plans.

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

Candidates were brought together for debriefing and a series of seminars for enhanced discussions on teaching.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

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

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. 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.

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\(a\)\)](#)

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Secure a successful and nurturing clinical field experiences 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 received numerous observations with feedback from host teachers and university supervisors. Candidates all attended an Argument-Driven Inquiry (ADI) workshop and developed and delivered with assessments ADI lesson plans.

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

Candidates were brought together for debriefing and a series of seminars for enhanced discussions on teaching.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

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

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? 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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 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:

Adding graduate programs has increased enrollment within the program during the 2018-2019 school year.

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

While the undergraduate program has remained steady in enrollment over the last 3 years, the new graduate program has added students to be certified in Mild/Moderate disabilities.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Increase overall enrollment by 2% in the undergraduate and graduate special education program

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. 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. Not sure if you want the other goals, but in case: 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.

Annual Goals: Instruction of Limited English Proficient Students

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

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

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal for 2018-19 was to get IDOE/State Board of Education approval for the ENL License by fall of 2018. Additionally, the ENL program will bring all required courses to the IUS campus and separate the program from reliance on IU Bloomington. This process should be completed during this academic year. The ENL program at the undergraduate level has an approved minor but will also request that ENL be approved through the IU System as an Elementary Teaching Concentration. As of fall 2017, there were 10 candidates (in-service and pre-service combined). The goal for 2018-19 is to double that number to reach 20 candidates.

3. Did your program meet the goal?

- Yes
 No

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

All internal university steps were taken to gain approval to take the ENL Licensure (undergraduate and graduate level) application and presentation to the IDOE and SBOE. Courses were developed and approved. Approval was granted for the ENL license in fall 2018. The internal university processes were conducted to gain approval for ENL to be an Elementary Educ Concentration so that undergraduates can utilize this minor as both an additional licensing program and be counted as a concentration for their elementary license. As of Fall 2018, the program has 54 candidates (undergrad and grad), doubling the goal. This was accomplished by visiting classes, contacting schools and getting the word out through the ENL coordinators network.

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

N/A

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. 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 undergraduate participants. We started with 3 undergraduates in 2018-19. As of fall 2019 the ENL program had 63 candidates, 12 of whom were undergraduates. We added 2 district cohorts which added 24 candidates who are being supported by their districts to pursue the license.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

In response to number 8, I assume this should be the ENL program and the answer is still yes. The goal for 2020-21 is to increase awareness of the program at the undergraduate level to add another 5 students to reach 17. We also expect to maintain the cohorts and plan for new groups from the same 2 districts for 2021-22 (we will advertise and foster those relationships in 2020-21 to ensure this). We will also reach out to other districts to add one additional cohort. Our overall goal is to reach 75 ENL candidates at both the graduate and undergraduate levels.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 enrolled students who have completed all noncl	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	50	235	47	94
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	37	238	33	89
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	50	237	47	94
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	50	230	44	88

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	40	233	36	90
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	50	238	47	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	5			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	50	239	47	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	37	244	35	95
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	51	241	50	98
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	50	239	49	98
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	38	246	38	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	50	247	50	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	48	234	44	92
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	37	231	34	92
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	50	237	49	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	15	232	13	87
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	14	242	14	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	13	241	13	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	3			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	4			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P-12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	243	14	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	13	242	13	100
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	23	242	23	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	33	245	33	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	245	21	95
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	6			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	2			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	8			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	7			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	11	219	8	73
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	4			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	78	64	82
All program completers, 2017-18	88	74	84
All program completers, 2016-17	86	78	91

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.

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

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. Currently, the secondary team addresses the topics in the blocks as topics and seminars. In Block one students take EDUC K 200. In Block two, teacher candidates spend ten hours in a SPED and ENL classroom. Block three F 401, a special topics seminar SPED and ENL are addressed. In 2021, EDUC k 205 Introduction to the Exceptional Child will be a required course.

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

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. Currently, the secondary team addresses the topics in the blocks as topics and seminars. In Block one students take EDUC K 200. In Block two, teacher candidates spend ten hours in a SPED and ENL classroom. Block three F 401, a special topics seminar SPED and ENL are addressed. Furthermore, IUS added ENL as a minor/elementary concentration/additional licensure option starting in fall 2018. We have had 5 undergraduate completers and we currently have 10 education majors who have declared the minor with another 6 who have started classes but have not declared. Each year, the secondary student teaching seminars and students in the EDUC-200 course are presented with information on teaching English Learner ESL and information is presented and students in the EDUC-200 course study a chapter Elementary Education students have the opportunity to participate in a summer practicum at Parkwood Elementary, a school with approximately 60% English learners. Additionally, the Freshman orientation has included a session on ENL/Diversity for the past 2 years.

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

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 were working toward target on NCATE Standard 3 (which is now CAEP Standard 2: Clinical Partnerships and Practice). Now that NCATE has changed to CAEP, our focus has shifted to CAEP: Standards 4 and 5: Program Impact and Quality Assurances since these are fairly new requirements and are mandatory. We have submitted our self-report to CAEP on January 29th. 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 but things are improving through our support programs for candidates. For example, our efforts of adding scholarship opportunities for our candidates and providing testing preparation resources including tutorials. We have submitted an annual report to CAEP on April 30th with an update on our efforts at meeting the national accreditation standards. We have made tremendous success on the gathering and utilization of data for program improvement through the use of Taskstream (data software) as our assessment tool. Faculty have fully transitioned their assessments and data from CANVAS or Excel into Task stream. 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.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

D'Andrea 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 Williams

TITLE:

Undergraduate and Graduate Licensing Advisor