



**Bradley University**  
Traditional Report AY 2021-22  
Illinois



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

Slane

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(309) 677-3492

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# 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), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

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

- [Teacher Preparation Program](#)

## List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	

**Total number of teacher preparation programs:**

16

# Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

Formal admission into the teacher preparation program typically occurs during a student's sophomore year when they have completed all of the requirements for advancement to candidacy. The advancement to candidacy requirements are distinct from the initial university admission requirements (i.e., high school GPA, ACT/SAT scores), which therefore are not subject to review again for advancement purposes, after the initial admissions decision point/benchmark stage of the process.

## Postgraduate Requirements

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

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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
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 checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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:

## Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

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

- Yes  
 No

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

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

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

**Years required of teaching as the teacher of record in a classroom**

**All Programs**

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

3.25

[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)**

3

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

70

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

65

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

This reflects FTE faculty clinical supervision assignments in 2021-2022. Please note, in AY 2015-16 we embedded the ESL endorsement into our early childhood education, elementary education, LBS I special education and middle school education (English language arts, math, science, and social science) programs. As a result, AY 2021-22 represents the sixth year in which all teacher candidates in these aforementioned teacher preparation programs must complete 100 additional clock hours in the classroom, working with English Language Learners (in two separate ESL field experiences ETE 237 and ETE 240) in a Title I school. Therefore, in AY 2021-22 - as with the previous academic year - all candidates in those programs that have the ESL endorsement embedded within, must complete an additional 100 hours in an ESL K-12 classroom, which increases the "Average number of clock hours of supervised clinical experience required prior to student teaching" total to 225 hours. For those programs in which the ESL endorsement is not embedded, their total clock hours of "supervised clinical experience prior to student teaching" is 150 hours. All programs have the same minimum number of hours required for student teaching, i.e., 375 total.

# 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

2021-22 Total	
Total Number of Individuals Enrolled	281
Subset of Program Completers	53

Gender	Total Enrolled	Subset of Program Completers
Male	62	17
Female	219	36
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	5	0
Black or African American	14	2
Hispanic/Latino of any race	27	2
Native Hawaiian or Other Pacific Islander	0	0
White	220	47



Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	13	2

# 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 2021-22.

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

### What are CIP Codes?

No teachers prepared in academic year 2021-22

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="22"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
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	6
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	5
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	35
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 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

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

- Yes  
 No

No teachers prepared in academic year 2021-22

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	6
13.1202	Teacher Education - Elementary Education	22
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	4
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	5
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	2
13.1312	Teacher Education - Music	6
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	1
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	5
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	<b>Other Specify:</b> <input data-bbox="289 121 1263 163" type="text" value="International Studies"/>	<input data-bbox="1295 90 1572 132" type="text" value="1"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

The Department of Education, Counseling, and Leadership (ECL) makes every effort to meet the assurances listed above. To this end, you will find listed below some of the strategies implemented in AY 2021-22 to achieve this end: 1) Professional preparation provided to teacher candidates is designed to respond to the identified needs of the Local Educational Agencies (LEA) or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. \* Our programs in mathematics, the sciences and special education (LBS I in Illinois) have a longstanding stellar reputation of providing a balanced program of study that provides both breadth and depth of preparation, and has a history of producing excellent teachers. \* The ECL Department, in cooperation with academic units in the College of Liberal Arts and Sciences and the Caterpillar College of Engineering, maintain a vibrant Center for STEM Education, which is focused on the teaching field of engineering, mathematics and the sciences. The



programs and professional development offered by the STEM Education Center provide in-service teachers with the opportunity to become engaged in a number of professional development opportunities that focus on both content and content pedagogy. \*In AY 2021-22, as previously mentioned, we continued to make available the ESL endorsement as part of our early childhood education, elementary education, LBS I special education, and middle school education (English language arts, math, science, social science) programs, which we first introduced in AY 2015-16. 2) Professional preparation provided to our teacher candidates is closely aligned with the needs of schools and the pedagogical decisions new teachers must make in the classroom, particularly in an era in which teachers are relying more on real-time student data and analytics to make curricular and instructional decisions in their P-12 classrooms. 3) The teacher preparation program for prospective special education teachers includes coursework in core academic subjects. In addition, special education teacher candidates receive preparation in instruction strategies and techniques for teaching each of the core academic subjects, in distinct content methods courses for each of the four core subject areas. \*Prospective teachers in our LBS I special education program are required to complete a variety of general education courses (Bradley Core Curriculum) in core subjects, as well as additional courses in English, mathematics, science, and social science in accordance with the Illinois Administrative Code, i.e., rules, as well as for baccalaureate degree completion. 4) General education teachers receive training in providing differentiated instruction to children with exceptionalities. To this end, the ECL Department has integrated into the curricula of every pedagogy and content pedagogy course a focus on providing instruction to children with exceptionalities. Further, each of the programs has a separate course that is exclusively focused on teaching students with exceptionalities. In addition, the knowledge and skills teacher candidates gain from these courses is applied and assessed in their field and clinical experience courses, which are integrated throughout the program - from their first field experience as freshmen to their ESL field experiences and novice teaching, and their capstone experience in student teaching. 5) General education teachers receive training in providing instruction to limited English proficient students. To this end, the ECL Department has integrated into the curricula of every course in the ESL endorsement core, pedagogy and content pedagogy courses (in particular, ETE 234, ETE 235, and ETE 236) focused on providing instruction to limited English proficient students (ELLs). In addition, each of the programs has a series of ESL field experiences (i.e., ETE 237, and ETE 240), which afford teacher candidates an opportunity to apply the knowledge and skills they gain from these courses in a P-12 school setting, working with ESL teachers. 6) General education teachers receive training in providing instruction to children from low-income families. \* Field experiences and field experience seminars: Each program (with the embedded ESL endorsement) requires five field and clinical experiences. The first being 25 hours of directed observations in a setting appropriate for the education major. The next set of field experiences are relative to the ESL endorsement, which require all students to complete 100 additional hours in the classroom, working with English Language Learners (in two separate ESL field experiences ETE 237 and ETE 240). Further, there are a minimum of two intensive (semester-long) experiences which require planning and implementing instruction in the student's teaching area. The first intensive field experience is Novice Teaching which is a minimum of 100 clock hours and usually taken during the junior year. This is followed by Student Teaching which is a semester long, all day supervised teaching experience in P-12 school setting. Either Novice or Student Teaching must be in a diverse placement with a minimum of 25 percent minority or low-income students. During each field and clinical experience, students are required to address the needs of students with exceptionalities. They are mentored by their cooperating teacher and university supervisor. 7) Prospective teachers receive training on how to effectively teach in urban and rural schools. \* Field experiences and field experience seminars: Each program requires a minimum of four field experiences. The first being 25 hours of directed observations in setting appropriate for the education major. The next set of field experiences, required in the ESL endorsement, is for students to complete 100 additional hours in the classroom, working with English Language Learners. Further, there are a minimum of two intensive (semester-long) experiences which require planning and implementing instruction in the student's teaching area. The first intensive experience is Novice Teaching which is a minimum of 100 clock hours and usually taken during the junior year. This is followed by Student Teaching which is a semester-long, all-day supervised teaching experience in P-12 school setting, in which teacher candidates accrue a minimum of 375 clock hours in a P-12 school setting. The ECL Department requires that either Novice or Student Teaching must be in a diverse placement with a minimum of 25 percent minority or low-income students. Placements are made in P-12 schools within Peoria Public Schools, and in surrounding school districts in Central Illinois. Students will have at least one urban experience in Peoria Public Schools. During each field and clinical experience, students are required to address the needs of students with exceptionalities, English Language Learners, and students from low SES backgrounds. They are mentored by their cooperating teachers and university field/clinical experience supervisors.

# Annual Goals: Mathematics

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

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

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

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
- No

### 2. Describe your goal.

We are looking to AY 2021-22 with great anticipation, as we plan to build on the success of our marketing and recruitment, as well as retention, efforts have yielded over the past three academic years - particularly with respect to lateral transfers. We hope that the number of students that matriculate into our middle school and high school mathematics education programs this upcoming academic year will exceed the number we realized over the past academic year (i.e., AY 2020-21), which is six students. We believe in the post-pandemic period, which will hopefully be manifested in AY 2021-22, our marketing and recruitment efforts will yield even greater results.

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

- Yes
- No

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

We are pleased that the final data for AY 2021-22 show that five students transferred laterally into our middle mathematics education program and two students matriculated into our high school mathematics education program, for a total of seven students entering these two programs in AY 2021-22. We believe this is a reflection of the marketing and recruitment strategies we employed last academic year, which yielded these significant results, as well as the fact that our middle school mathematics program is more established and presents a more viable option for many students who are considering teaching math, i.e., as another option, in addition to high school mathematics education. In AY 2021-22, we also added a faculty member with emphasis in math. The hope is that this individual will be able to provide interesting experiences that peak the interest of potential students in middle school education and high school education for mathematics.

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

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

## Review Current Year's Goal (2022-23)

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

- Yes  
 No

8. Describe your goal.

We anticipate that we will add three students to our middle school and high school mathematics education programs in AY 2022-23. We will continue to use marketing and recruitment strategies, as well as retention efforts, to increase and sustain enrollment in mathematics education.

## Set Next Year's Goal (2023-24)

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

- Yes  
 No

10. Describe your goal.

We are looking to AY 2023-24 with great anticipation due to our marketing, recruitment, and retention efforts - particularly with respect to lateral transfers.

# Annual Goals: Science

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

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

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

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

### 2. Describe your goal.

We are looking to AY 2021-22 with great anticipation, as we plan to build on the success our marketing and recruitment, as well as retention, efforts have yielded over the past three academic years - particularly with respect to lateral transfers. We hope that the number of students that matriculate into our middle school and high school science education programs this upcoming academic year will be consistent with the past few years and maintain an average of at least four students. We believe in the post-pandemic period, which will hopefully be manifested in AY 2021-22, our marketing and recruitment efforts will yield even greater results.

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

- Yes  
 No

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

The final data for AY 2021-22 indicate that a total of five students entered the middle science education program (one lateral transfer) and high school science education (three lateral transfers into biology and one matriculated into chemistry). In AY 2021-22, we also added a faculty member with emphasis in science (and co-director for STEM education). The hope is that this individual will be able to provide interesting experiences that peak the interest of potential students interested in middle school education (general science) or high school education (biology, chemistry, physics).

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

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

## Review Current Year's Goal (2022-23)

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

Yes

No

8. Describe your goal.

We anticipate two students that will matriculate into our middle science education program and/or high school science education program (i.e., biology, chemistry, and physics) in AY 2022-23. We will continue to use marketing and recruitment strategies, as well as retention efforts, to increase and sustain enrollment in science education.

## Set Next Year's Goal (2023-24)

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

Yes

No

10. Describe your goal.

We hope that the number of students that matriculate into our middle school science education program and high school education program (biology, chemistry, and physics) will yield a minimum of three students - particularly with respect to lateral transfers.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

2. Describe your goal.

We are looking to AY 2021-22 with great anticipation, we hope our renewed and revised marketing and recruitment effort for our special education program, as well as our continued retention efforts, will yield results this upcoming academic year. In addition, we hope that the number of students that matriculate into our special education program this upcoming academic year will exceed the number we realized over the past academic year (i.e., AY 2020-21), which is two students. We believe in the post-pandemic period, which will hopefully be manifested in AY 2021-22, our marketing and recruitment efforts will yield even greater results.

3. Did your program meet the goal?

- Yes  
 No

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

We are pleased that the final data for AY 2021-22 show that we had five students matriculate into our special education program. We believe this is a reflection of the marketing and recruitment strategies which yielded these results. In addition, two students will meet the requirements for a special education endorsement upon graduation in Spring 2022.

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

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

## Review Current Year's Goal (2022-23)

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

- Yes  
 No

8. Describe your goal.

We anticipate to add three students to our special education program in AY 2022-23. In addition, two students will meet the requirements for a special education endorsement upon graduation in Spring 2023.

## Set Next Year's Goal (2023-24)

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

- Yes  
 No

10. Describe your goal.

We hope that the number of students that matriculate into our special education program will yield at least four students in AY 2023-24.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

2. Describe your goal.

We are looking to AY 2021-22 with great anticipation, we hope our renewed and revised marketing and recruitment effort for our ESL endorsement program, as well as our continued retention efforts, will yield results this upcoming academic year. In addition, we hope that the number of students that matriculate into our ESL endorsement program this upcoming academic year will exceed the number we realized over the past academic year (i.e., AY 2020-21), which is 30 students. We believe in the post-pandemic period, which will hopefully be manifested in AY 2021-22, our marketing and recruitment efforts will yield even greater results.

3. Did your program meet the goal?

- Yes  
 No

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

We are pleased that the final data for AY 2021-22 show that we had a total of 58 students in our ESL endorsement program (46 new enrollments and 12 lateral transfers). We continued to make available the ESL endorsement as part of our early childhood education, elementary education, LBS I special education, and middle school education (English language arts, math, science, social science) programs.



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

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

## Review Current Year's Goal (2022-23)

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

- Yes  
 No

8. Describe your goal.

For AY 2022-23, we anticipate to enroll 40 additional students in the ESL endorsement program through marketing and recruitment efforts.

## Set Next Year's Goal (2023-24)

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

- Yes  
 No

10. Describe your goal.

We hope to add 35 additional students in the ESL endorsement program in AY 2023-24.

## 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 RTI's Title II Support Center and your testing company representative.

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	4			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	10	260	10	100
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	8			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	30	261	30	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	30	262	30	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	8			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	30	265	30	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	2			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	8			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	30	269	30	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	8			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2021-22	20	258	20	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	21	44	20	95
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP117.2 -FAMILY AND CONSUMER SCIENCES.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2021-22	8			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2020-21	8			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
208 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	5			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	2			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	6			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	8			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	4			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	5			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	4			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	6			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2020-21	8			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
214 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	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 RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

 [>> Summary Pass Rates](#)

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

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

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	53	52	98
All program completers, 2020-21	70	70	100
All program completers, 2019-20	68	61	90



# 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\(a\)\(1\)\(E\)](#))

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

1) How our program prepares teachers to integrate technology effectively into curricula and instruction. \* A required technology course, ETE 100, is integrated into each of our respective teacher preparation programs. \* In addition, technology integration methods and strategies are integrated into the curricula of each of our pedagogy and content-pedagogy courses, as well as modeled by many of our faculty. 2) How our program prepares teachers to use technology effectively to collect, manage, and analyze student data in order to improve teaching and learning. \*The role of technology in the student learning assessment process, as well as the use of data yielded from these classroom state, and/or national assessments is a curricular focus that is present in a number of general pedagogy and content pedagogy courses in each of our teacher preparation programs. 3) How our program prepares teachers to use the principles of universal design for learning as applicable. \* The basic tenets and principles of universal design for learning is a framework for nearly all content pedagogy course in the delivery of accessible curricula in each of our teacher preparation programs.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

## Teacher Training

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

#### a. Teach students with disabilities effectively

General education teacher candidates receive training in providing instruction to children with disabilities. To this end, the ECL Department has integrated into the curricula of every pedagogy and content pedagogy course a focus on providing instruction to children with disabilities. Further, each of the programs has a separate course that is exclusively focused on teaching students with exceptionalities. In addition, the knowledge and skills teacher candidates gain from these courses is applied and assessed in their field experience and clinical practice courses, which are integrated throughout the program - from their first field experience as freshmen, and their ESL field experience and novice teaching, to their capstone experience in student teaching.

#### 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*.

Once again, general education teacher candidates receive preparation in providing differentiated instruction to children with disabilities, to include participating as a member of an individualized education program (IEP) team, as per the Individuals with Disabilities Education Act. The knowledge and skills needed to work effectively in IEP teams serve as the curricular focus and learning objectives of required courses, in each of the teacher preparation programs, which address how to teach learners with exceptionalities. In addition, the knowledge and skills they gain are applied in real-world settings during the field experience and clinical practice courses, teacher candidates complete over the course of their program of study, from their first field experience as freshmen, their ESL field experience and novice teaching, to their capstone experience in student teaching.

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

General education teacher candidates receive training in providing instruction to limited English proficient students (ELLs) as a result of the ESL endorsement curriculum in our early childhood education, elementary education and middle school education programs. As a result, the ECL Department has integrated into the curricula of every course in the ESL endorsement core, pedagogy and content pedagogy courses (in particular, ETE 234, ETE 235, and ETE 236) focused on providing instruction to limited English proficient students (ELLs). In addition, each of the programs has a sequence of ESL field experiences (i.e., ETE 237 and ETE 240), which afford teacher candidates an opportunity to apply the knowledge and skills they gain from these courses in a P-12 school setting. In addition, for the remaining programs that prepare general education teachers for the high school education programs and in the K-12 art and music education programs, a dedicated course focused on providing instruction to limited English proficient students (ELLs) is part of the curricula for each of these respective teacher preparation programs.

### 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

Special education teacher candidates receive extensive training in teaching students with disabilities/exceptionalities effectively. To this end, the ECL Department has integrated within each course a focus on providing instruction to children with disabilities. In addition, special education preservice teachers receive even more focused preparation in ETE 230 Adapting Curriculum to Support Inclusive Environments, ETE 393 Characteristics and Methods for Students with Emotional and Learning Disabilities, and ETE 291 Assistive Technology for Individuals with Special Needs. In addition, special education candidates gain additional 12 hours of field experience (ETE 391 and ETE 395) related to Mild Disabilities and Severe Disabilities embedded in traditional coursework. To that end the knowledge and skills special education teacher candidates gain from these courses is applied and assessed in their field and clinical experience courses, which are integrated throughout the program - from their first field experience as freshmen, and their ESL field experience and novice teaching, to their capstone experience in student teaching.

**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*.**

Once again, special education teacher candidates receive training in providing instruction to children with disabilities/exceptionalities, to include participating as a member of individualized education program (IEP) team, as per the Individuals with Disabilities Education Act. The knowledge and skills needed to work effectively in IEP teams serve as objectives in the curriculum of a variety of special education methods courses. Specifically, candidates are required to take ETE 425: Life Planning for Learners with Exceptionalities. This course focuses on the laws, evaluation and legal documents related to student's disabilities. Other special education courses focus on specific components of the IEP. For example the focus in ETE 395 is on Transition Planning and ETE 426 focuses on assessments. All of the knowledge and skills they gain are applied in real-world settings during the field experience and clinical practice courses, teacher candidates complete over the course of their program of study.

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

Special education teacher candidates receive training in providing instruction to limited English proficient students (ELLs) as a result of the fact that the ESL endorsement which has been embedded in our special education program. The ECL Department has integrated into the curricula of every course in the ESL endorsement core, pedagogy and content pedagogy courses (in particular, ETE 234, ETE 235, and ETE 236) a focus on providing instruction to limited English proficient students (ELLs). In addition, the special education program has a sequence of ESL field experiences (i.e., ETE 237 and ETE 240), which afford special education teacher candidates an opportunity to apply the knowledge and skills they gain from these courses in a P-12 school setting.

## Contextual Information

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

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

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.

During AY 2022-23, the Department of Education, Counseling, and Leadership (ECL) completed the Illinois State Board of Education (ISBE) Annual Program Report (APR). The APR process includes the submission of program report data AY 2021-22 for each of our following programs: Early Childhood Education; Elementary Education; Special Education (LBS I); Middle School Education (English language arts, math, science, social science), High School Education (English language arts, family and consumer sciences, math, biology, chemistry, physics, social science/history), Music Education; Art Education; and School Counseling. The submission deadline for the APR program report was April 30, 2023. Following this submission deadline, ISBE reviewed the APR report from colleges and universities across the state and issued their final assessment report, i.e., Illinois Educator Preparation Profile, in the form of a statewide dashboard. NOTE: The pass rate should be 100% (not 98%) as the edTPA was waived during AY 2021-2022 and should not be reflected in this report card.

## 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:

Colleen Slane

TITLE:

Assessment Coordinator

## Certification of review of submission

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

NAME OF REVIEWER:

Dr. Patricia Nugent

TITLE:

Chair, Dept. of Education, Counseling, and Leadership