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Colleen Slane Program User

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[2020-21 Academic Year Data ▾]

2022 Title II Reports National Teacher Preparation Data
Bradley University

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Report CompleteStatus: 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 [1501 W. Bradley Avenue]

Address line 2: [   ]

City [Peoria]

State

[Illinois ▾]

Zip [61625]

Salutation

[Ms. ▾]

First Name [Colleen]

Last Name [Slane]

Phone [(309) 677-3492]

Email [colleen@fsmail.bradley.ed]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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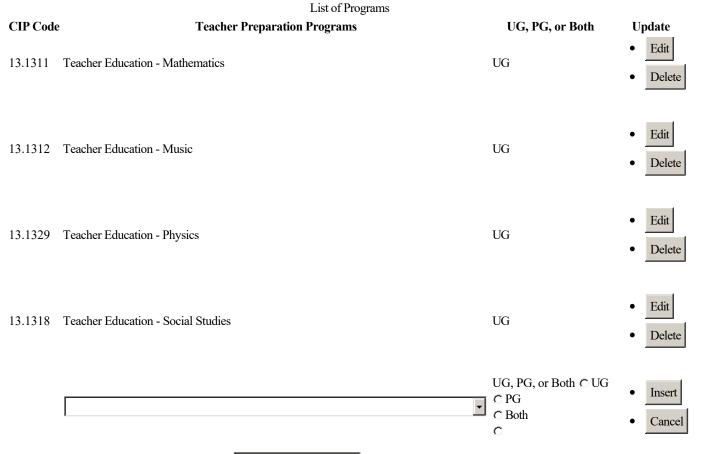
- Teacher Preparation Program

This Page Includes:
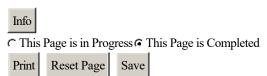
- List of Programs

List of Programs

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List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.1329	Teacher Education - Physics	UG	• Edit • Delete
13.1318	Teacher Education - Social Studies	UG	• Edit • Delete
	[dropdown]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• Insert • Cancel

Total number of teacher preparation programs: 13

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

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))**

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Fingerprint check	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Background check	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Minimum GPA	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum SAT score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum basic skills test score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ⊙ Yes ○ No ○	Required for Exit ⊙ Yes ○ No ○
Recommendation(s)	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Essay or personal statement	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Interview	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Other Specify: Other specify: [ ]	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ 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,

> 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.

after the initial admissions decision point/benchmark stage of the process.

Postgraduate Requirements

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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.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Fingerprint check	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Background check	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum GPA	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum GPA in content area coursework	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum GPA in professional education coursework	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum ACT score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum SAT score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Minimum basic skills test score	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Recommendation(s)	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○
Essay or personal statement	Required for Entry ○ Yes ⊙ No ○	Required for Exit ○ Yes ⊙ No ○

<div align="center">Postgraduate Requirements</div>

Element	Admission	Completion
Interview	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ No ☐
Other Specify:		
Other specify: [　　　　　　]	Required for Entry ☐ Yes ☑ No ☐	Required for Exit ☐ Yes ☑ 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: We do not have an initial teacher licensure program at the postgraduate level as part of any of our graduate degree programs. We do, however, allow students who have completed baccalaureate degrees to enter into the licensure-only program, which may be considered postgraduate for the purpose of this report. If it is defined as such, the same criteria for admission into the undergraduate teacher education program

(i.e., advancement to candidacy) are utilized.

> We do not have an initial teacher licensure program at the postgraduate level as part of any of our graduate degree programs. We do, however, allow students who have completed

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. (§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.

<div align="center">Programs with student teaching models (most traditional programs)</div>
<div align="center">**Programs with student teaching models (most traditional programs)**</div>

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [225]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [375]

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.

<div align="center">Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)</div>
<div align="center">**Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)**</div>

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [　　　　]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [　　　　]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[　　　　　　　　　　　　　　]

<div align="center">All Programs</div>
<div align="center">**All Programs**</div>

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [3.75]
Optional tool for automatically calculating full-time equivalent faculty in the system	

All Programs

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	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	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `82`
Number of students in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year `75`

Please provide any additional information about or descriptions of the supervised clinical experiences: This reflects FTE faculty clinical supervision assignments in 2020-2021. 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 2020-21 represents the fifth 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) within an urban environment. Therefore, in AY 2020-21 - 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

> This reflects FTE faculty clinical supervision assignments in 2020-2021.
>
> Please note, in AY 2015-16 we embedded the

required for student teaching, i.e., 375 total.

Save Option

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[Info]

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[Print] [Reset Page] [Save]

Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
`75%` Employment Rate (%)	Number of Faculty	[Delete]
`25%` Employment Rate (%)	Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

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

This Page Includes:

Enrollment and Program Completers

Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled   Total Number of Individuals Enrolled in 2020-21 `316`

Subset of Program Completers   Subset of Program Completers in 2020-21 `70`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `66`	Male Completers `13`
Female	Female Enrollment `250`	Female Completers `57`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `12`	Asian Completers `5`
Black or African American	Black or African American Enrollment `14`	Black or African American Completers `3`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `37`	Hispanic/Latino of any race Completers `4`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `235`	White Completers `56`
Two or more races	Two or more races Enrollment `0`	Two or more races Completers `0`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `18`	Nonreported race/ethnicity Completers `2`

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

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

Back To Top

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	8
13.1202	Teacher Education - Elementary Education	Number Prepared	20
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	11
13.1210	Teacher Education - Early Childhood Education	Number Prepared	10
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	1
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	12
13.1312	Teacher Education - Music	Number Prepared	8
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	2

CIP Code	Subject Area	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	1
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	1
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	4
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	50
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared	

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	8
13.1202	Teacher Education - Elementary Education	Number Prepared	20
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	11
13.1210	Teacher Education - Early Childhood Education	Number Prepared	10
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	1
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	1

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	12
13.1312	Teacher Education - Music	Number Prepared	8
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	2
13.1317	Teacher Education - Social Science	Number Prepared	1
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	1
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	4
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	50
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	1
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	1
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	5
30	Multi/Interdisciplinary Studies	Number Prepared	
38	Philosophy and Religious Studies	Number Prepared	
40	Physical Sciences	Number Prepared	1
41	Science Technologies/Technicians	Number Prepared	

CIP Code	Academic Major	Number Prepared	
42	Psychology	Number Prepared	
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	
46	Construction	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	
50	Visual and Performing Arts	Number Prepared	9
51	Health Professions and Related Clinical Sciences	Number Prepared	
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	4
99	Other Specify: Other specify:	Number Prepared	

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

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Section I: Program Information

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))**

This Page Includes:

- Program Assurances

Program Assurances

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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 2020-21 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
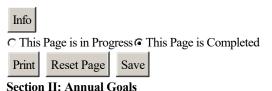
professional development offered by the STEM Education Center provide in-service teachers with the opportunity to become engaged in a number of professional development opportunities that focus on both content and content pedagogy. *In AY 2020-21, as previously mentioned, we continued to make available 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. In addition, during AY 2020-21, the ability of teachers to pivot and deliver instruction remotely/in person and/or hybrid during the pandemic became a major focus of the field and clinical experiences of our teacher candidates. * The ECL Department has an Advisory Board which meets on a regular basis. The board consists of area teachers and administrators, who provide input on the curriculum and potential innovative projects the Department is considering and/or has integrated into our teacher preparation programs. Unfortunately, due to the pandemic, the fall 2020 and spring 2021 meetings of the Advisory Board could not take place. 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

> 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

by their cooperating teachers and university field/clinical experience supervisors.

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Section II: Annual Goals

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

This Page Includes:

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

⦿ Yes
◯ No

2. Describe your goal. Last year we articulated that our goal for AY 2020-21 was to exceed the average number of students we had matriculate into our middle school and high school mathematics education programs, which was twelve students. We are pleased that the final data for AY 2020-21 show that we had two students matriculate into our middle mathematics education program and four students matriculate into our high school mathematics education program, for a total of six students

> Last year we articulated that our goal for AY 2020-21 was to exceed the average number of students we had matriculate into our middle school and high school mathematics education

entering into these two programs in AY 2020-21.

3. Did your program meet the goal? ◯ Yes
⦿ No

4. Description of strategies used to achieve goal, if applicable: While this fell short of our projection from a year ago, we are pleased that the current total number of students in our combined middle school and high school mathematics education programs is thirty-one, which represents the highest number of students we have had enrolled in our combined math programs in the past ten years (a total that we have maintained for the past two years in a row). We believe this is a reflection of the marketing and recruitment strategies, as well as the retention efforts, we employed these past few years, which yielded these results, even within the context of a global

> While this fell short of our projection from a year ago, we are pleased that the current total number of students in our combined middle school and high school mathematics education programs is

pandemic.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The department continued to participate in Admission Visit Days both on and off campus. The department recognizes the need to increase recruitment efforts especially in those areas of marginalized populations.

> The department continued to participate in Admission Visit Days both on and off campus. The department recognizes the need to increase recruitment efforts especially in those areas of

6. Provide any additional comments, exceptions and explanations below: During AY 2020-21, there were twelve program completers that received licensure in

> During AY 2020-21, there were twelve program completers that received licensure in mathematics education: seven middle school and five high school

mathematics education: seven middle school and five high school.

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ⦿ Yes
◯ No

8. 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

> 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

yield even greater results.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⊙ Yes
○ No

10. Describe your goal. We anticipate that we will have a total of three students matriculate into our middle school and high school mathematics education programs in AY 2022-23 (one in middle school; two in high school). We will continue to use marketing and recruitment strategies, as well as retention efforts, to increase and sustain

> We anticipate that we will have a total of three students matriculate into our middle school and high school mathematics education programs in AY 2022-23 (one in middle school; two in high

enrollment in mathematics education.

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Section II: Annual Goals

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⊙ Yes
○ No

2. Describe your goal. We are looking to AY 2020-21 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 two 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 (i.e., biology, chemistry, and physics) is consistent with the past few academic years and is at least four students.

> We are looking to AY 2020-21 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 two

3. Did your program meet the goal? ⊙ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: For AY 2020-21, there was an increase of three students in science education: one middle school science education and two high school biology education. We are pleased that the final data for AY 2020-21 show that we had seven students matriculate into our middle science education program and seven into our high school science program (2 biology, 4 chemistry, 1 physics) for a total of fourteen students entering into these

programs in AY 2020-21.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We will continue to use marketing and recruitment

strategies, as well as retention efforts, to increase and sustain enrollment in science education.

6. Provide any additional comments, exceptions and explanations below: In AY 2020-21, there were two program completers that received licensure: one middle

school science and one high school chemistry.

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. 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.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. We anticipate that we will have two students matriculate into our high school biology education program 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.

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Section II: Annual Goals

Annual Goals: Special Education

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

science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

☉ Yes
◯ No

2. Describe your goal. Last year we articulated that our goal for AY 2020-21 was to exceed the average number of students we had matriculate into our special

> Last year we articulated that our goal for AY 2020-21 was to exceed the average number of students we had matriculate into our special education programs over the past two years,

education programs over the past two years, which was twelve students.

3. Did your program meet the goal? ◯ Yes
☉ No

4. Description of strategies used to achieve goal, if applicable: Unfortunately, we did not meet our goal for AY 2020-21, and had only two students matriculate into our special education program in AY 2020-21. While this fell short of our projection from a year ago, we believe modifications to our marketing and recruitment strategies over the next academic year, as well as our continued retention efforts, will yield an increase in the number of new matriculants into the special education program. We also look optimistically to the post-pandemic period, when we hope the higher education landscape will be once again a return to that which we had in place prior to

> Unfortunately, we did not meet our goal for AY 2020-21, and had only two students matriculate into our special education program in AY 2020-21. While this fell short of our projection from a

2020, and result in an increase of students matriculating into four-year colleges and universities.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The department will continue to participate in Admissions Visit Days both on and off campus. The department recognizes the need to improve marketing and retention efforts.

> The department will continue to participate in Admissions Visit Days both on and off campus. The department recognizes the need to improve marketing and retention efforts.

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☉ Yes
◯ No

8. 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

> 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

results.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. For AY 2022-23, we anticipate an increase of two students for special education. However, we are optimistic that this number will be higher

> For AY 2022-23, we anticipate an increase of two students for special education. However, we are optimistic that this number will be higher due to continued marketing and recruitment strategies.

due to continued marketing and recruitment strategies.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No

2. Describe your goal. Last year we articulated that our goal for AY 2020-21 was to have 35 students matriculate into our ESL endorsement program.

> Last year we articulated that our goal for AY 2020-21 was to have 35 students matriculate into our ESL endorsement program.

3. Did your program meet the goal? ○ Yes
⦿ No

4. Description of strategies used to achieve goal, if applicable: Unfortunately, we did not meet our goal for AY 2020-21, and had only 30 students matriculate into our ESL endorsement program in AY 2020-21. While this fell short of our projection from a year ago, we believe modifications to our marketing and recruitment strategies over the next academic year, as well as our continued retention efforts, will yield an increase in the number of new matriculants into the ESL endorsement program. We also look optimistically to the post-pandemic period, when we hope the higher education landscape will be once again a return to that which we had in place prior to 2020, and result in an increase of students matriculating into four-year colleges and universities, and into our ESL endorsement programs.

> Unfortunately, we did not meet our goal for AY

2020-21, and had only 30 students matriculate into our ESL endorsement program in AY 2020-21. While this fell short of our projection from a

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The department continues to participate in Admissions Visit Days both on and off campus. The department recognizes the need to attract more candidates from marginalized populations.

> The department continues to participate in Admissions Visit Days both on and off campus. The department recognizes the need to attract more candidates from marginalized populations.

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ● Yes
○ No

8. 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

> 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

results.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ● Yes
○ No

10. Describe your goal. For AY 2022-23, we anticipate to enroll 30 additional in the ESL endorsement program through marketing and recruitment efforts. Coupled with continued retention efforts, the anticipated total number enrolled will be 146 students in the ESL endorsement program.

> For AY 2022-23, we anticipate to enroll 30 additional in the ESL endorsement program through marketing and recruitment efforts. Coupled with continued retention efforts, the

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Section III: Program Pass Rates

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

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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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	7			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
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, 2020-21	10	260	10	100
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	9			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	9			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 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
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	30	261	30	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	22	259	22	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	22	259	22	100
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, 2020-21	8			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	30	262	30	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	30	262	30	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	22	262	22	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	22	262	22	100
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, 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
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	30	265	30	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	22	264	22	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	22	264	22	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	8			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	30	269	30	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	22	268	22	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	22	268	22	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	5			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	5			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	21	44	20	95
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	21	44	20	95
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2018-19	17	45	17	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2018-19	17	45	17	100
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP002.2 -ELEMENTARY MATHEMATICS.2	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19				
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2018-19	1			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2018-19	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
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, 2020-21	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP117.2 -FAMILY AND CONSUMER SCIENCES.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP117.2 -FAMILY AND CONSUMER SCIENCES.2 Evaluation Systems group of Pearson	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	3			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	3			
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, 2020-21	8			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	9			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	9			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2018-19	10	266	10	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2018-19	10	266	10	100
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	5			
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			

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 program completers, 2019-20	3			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
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			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
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	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	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, 2020-21	7			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
202 -MIDDLE GRADES MATHEMATICS	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	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, 2020-21	3			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
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 All program completers, 2020-21	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			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	1			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
212 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
212 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	8			
212 -MUSIC Evaluation Systems group of Pearson	8			

Assessment code - Assessment name **Test Company** Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2020-21				
212 -MUSIC	4			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
212 -MUSIC	4			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
143 -MUSIC	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
143 -MUSIC	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
106 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
Other enrolled students				
106 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
Other enrolled students				
240 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
240 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
106 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
106 -SCIENCE: CHEMISTRY	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2	2			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2	2			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2	7			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2	7			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2	7			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2	7			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2	4			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2	4			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
TP005.2 -SECONDARY MATHEMATICS.2	3			
Evaluation Systems group of Pearson				
All program completers, 2019-20				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	4			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	4			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	4			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	4			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	6			
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			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	3			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	3			
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 enrolled students who have completed all noncl	1			
163 -SPECIAL ED. GENERAL CURRICULUM TEST	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson Other enrolled students				
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	3			
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, 2020-21	8			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2018-19	10	258	10	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2018-19	10	258	10	100
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Section III: Program Pass Rates

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.

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

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	70	70	100
All program completers, 2019-20	68	61	90
All program completers, 2018-19	54	54	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

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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:
Other specify: [   ]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
◉ No

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Section V: Use of Technology

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

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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:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ○ No
   4. 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.

   | 1) How our program prepares teachers to integrate technology effectively into curricula and instruction.
* A required technology course, ETE 100, is |

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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

      > 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

      experience in student teaching.

   2. 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.

      > 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

   3. 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.

      > 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

2. Does your program prepare special education teachers? ● Yes
   ○ No

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

   1. 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.

> Special education teacher candidates receive
> extensive training in teaching students with
> disabilities/exceptionalities effectively. To this
> end, the ECL Department has integrated within

2. 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

> Once again, special education teacher candidates
> receive training in providing instruction to children
> with disabilities/exceptionalities, to include
> participating as a member of individualized

practice courses, teacher candidates complete over the course of their program of study.

3. 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

> 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

knowledge and skills they gain from these courses in a P-12 school setting.

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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.

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This Page Includes:

- Contextual Information

Contextual Information

Back To Top

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.
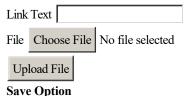
During AY 2020-21, the Department of Education, Counseling, and Leadership (ECL) completed the Illinois State Board of Education (ISBE) Annual Program Report (APR). The APR process includes the submission of program report data AY 2019-20 for each of our following programs: Early Childhood Education; 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, 2021. 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.

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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.

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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 a]

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: [Patricia Nugent]

Title: [Chair of the Education, C]

[Certify and Submit Report Card]