title **II** higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

PA

Neumann University
Traditional Report AY 2021-22
Pennsylvania

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

One Neumann Drive

CITY

Aston

STATE

Pennsylvania ▼

ZIP

19014

SALUTATION

Dr. ▼

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Amy

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

11

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

Undergraduate Requirements

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

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

- 🔘 **Yes**
- ⚪ **No**

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

Element	Admission		Completion	
Transcript	🔘 Yes	⚪ No	⚪ Yes	🔘 No
Fingerprint check	🔘 Yes	⚪ No	⚪ Yes	🔘 No
Background check	🔘 Yes	⚪ No	⚪ Yes	🔘 No
Minimum number of courses/credits/semester hours completed	🔘 Yes	⚪ No	🔘 Yes	⚪ No
Minimum GPA	🔘 Yes	⚪ No	🔘 Yes	⚪ No
Minimum GPA in content area coursework	🔘 Yes	⚪ No	🔘 Yes	⚪ No
Minimum GPA in professional education coursework	🔘 Yes	⚪ No	🔘 Yes	⚪ No
Minimum ACT score	⚪ Yes	🔘 No	⚪ Yes	🔘 No
Minimum SAT score	⚪ Yes	🔘 No	⚪ Yes	🔘 No
Minimum basic skills test score	🔘 Yes	⚪ No	⚪ Yes	🔘 No
Subject area/academic content test or other subject matter verification	⚪ Yes	🔘 No	⚪ Yes	🔘 No
Recommendation(s)	🔘 Yes	⚪ No	⚪ Yes	🔘 No

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify:	○	●	○	●

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

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.)

> 3

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

Students must maintain a 3.0 throughout the certification program. In rare cases, a student may get permission from the Dean to remain in the program if the GPA drops slightly below 3.0. This did not occur in 2021-2022. Pennsylvania Department of Education has waived the Basic Skills Assessment Requirement as of July 8, 2022. This did not impact the 2021-2022 year because our undergraduate programs do not take courses in the summer. Students must submit clearances in order to student teach in the final semester of the program.

Postgraduate Requirements

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

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

- ● Yes
- ○ No

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	●	○	○	●
Fingerprint check	●	○	○	●
Background check	●	○	○	●
Minimum number of courses/credits/semester hours completed	○	●	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	●	○	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●

Element	Admission		Completion	
	Yes	No	Yes	No
Minimum basic skills test score	○	●	○	●
Subject area/academic content test or other subject matter verification	○	●	○	●
Recommendation(s)	●	○	○	●
Essay or personal statement	●	○	○	●
Interview	○	●	○	●
Other Specify: [ ]	○	●	○	●

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

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.)

> 3

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

On the post-baccalaureate level, applicants must have earned the undergraduate degree with a minimum undergraduate cumulative GPA of 3.00. Graduate students who had an undergraduate cumulative below 3.0 GPA may be accepted conditionally. Candidates are required to submit a letter explaining the challenges they may have experienced that impacted their undergraduate GPA; meet with the Director of Graduate Education for an interview; get approval from the Dean for admission into the program; and earn a grade of B or higher in their first three graduate courses and maintain a minimum 3.0 GPA throughout their program. We required interviews for all applicants previously. At this time, only students who do not meet standard requirements and request conditional admission are interviewed.

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	210
Number of clock hours required for student teaching	490

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

○ Yes

● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	7
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	278
Number of students in supervised clinical experience during this academic year	134

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

Field experience is required every semester in the undergraduate and post-graduate programs. Some students participate in field experiences prior to being officially admitted to the teacher certification program. This clinical experience (not including the student teaching experience) is coordinated by one full-time staff member. Our faculty take responsibility for developing the assignments to be completed by students at their clinical experiences. These assignments are aligned with course work. Faculty also supervise students at their clinical sites in the courses for which they are responsible. Please note: The numbers above represent all students enrolled in the certification programs and completing supervised clinical experiences in both undergraduate and graduate programs.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	134
Subset of Program Completers	35

Gender	Total Enrolled	Subset of Program Completers
Male	20	5
Female	114	30
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	3	0
Black or African American	12	3
Hispanic/Latino of any race	8	2
Native Hawaiian or Other Pacific Islander	0	0
White	107	29

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
No Race/Ethnicity Reported	2	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
No Race/Ethnicity Reported	2	1

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	28
13.1202	Teacher Education - Elementary Education	28

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	28
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	28
13.1202	Teacher Education - Elementary Education	28
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	28
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

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

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** criminal justice; hospitality business management	2

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** criminal justice; hospitality business management	2

Program Assurances

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

Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Neumann University collaborates extensively with local educators representing early childhood education, early elementary education, special education, and secondary education. Their input into curriculum matters and, most importantly, clinical experiences, has proven to be invaluable and serves to ensure that training is closely linked to the needs of schools and school districts. We have an advisory council with teachers and administrators from many area districts. Through discussions with and surveys of council members, we also gain important information about what our students need to know and be able to do to be prepared to teach in many contexts and to students with diverse learning needs. Our core curriculum is robust and provides a thorough and diverse exposure to core academic subjects. Our elementary education/special education program is a dual certification. Rigorous methods courses in the program ensure students are prepared for the needs of schools and for instructional decisions they will face as new

teachers in the classroom. The implementation of Pennsylvania Chapter 49.2 mandates related to special education throughout the program have enhanced this portion of our program. Students who complete our program and other state requirements now earn PK-12 special education certification from the Pennsylvania Department of Education. In addition, the implementation of course work in ELL has served to assure that all students pursuing certification receive training in this important area. Our field experience program exposes students to a diverse array of schools and students from varied socio-economic backgrounds. Students complete field experiences in urban, rural, suburban settings. All students participate in field experiences in low-income and urban settings. For example, students participate in field experience in Chester, PA, a city which represents one of the lowest socio-economic in Pennsylvania and, in fact, the United States. This experience is important in preparing Neumann students students to provide quality instruction to children from low-income families. Field experience is included each semester and assignments in courses are aligned with field experience and ensure students engage in field experiences in a variety of ways in order to connect what they are experiencing with what they are learning in their courses. This ensures a thorough preparation for all aspiring teachers. The addition of a partnership with Child and Adult Disability and Education Services [CADES] and the continued development of our partnerships with many institutions including Elwyn, Melmark, and the local Intermediate Units have greatly enhanced field experience.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

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

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

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

- ◉ Yes
- ○ No

2. Describe your goal.

The goal is to attract, in fall 2021, 1-3 students to the University who are interested in pursing the major and to admit at least 1 student to the major in spring 2022. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

3. Did your program meet the goal?

- ○ Yes
- ◉ No

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

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

More intentional collaboration with admissions to advertise and attend admissions events. Collaboration with math faculty to identify math majors with potential interest in teaching at the secondary level.

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

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

The goal is to have one program completer in mathematics in fall 2022 and to support another student currently in the program. We also hope to attract 1-3 students to the University who are interested in the major and to admit 1 student into the major during in spring 2023. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

The goal is to have one program completer in mathematics in spring 2024 and to support another student currently in the program. We also hope to attract 1-3 students to the University who are interested in the major and to admit 1 student into the major during in spring 2023. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

Annual Goals: Science

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

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

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 (2021-22)

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

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

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2021 who are interested in pursuing the major and to admit 1 student to the major in spring 2022. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We attracted one student to the course sequence who is qualified to apply officially to the major in spring 2023.

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

Science faculty invited education faculty to attend and speak at a meeting for students interested in a science major.

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

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2022 who are interested in pursuing the major and to admit 1 student to the major in spring 2023. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2023 who are interested in pursuing the major and to admit 1 student to the major in spring 2024. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

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))**

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The goal for the 2021-2022 academic year is to increase program completion in special education teacher preparation by 3 students and to improve pass rate on the special education modules by 3%. Review course syllabi to ensure alignment with PK-12 Special Education certification standards and the tests that will be required starting in January 2022. Also, review the tests to ensure students are adequately prepared.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

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

We did review course syllabi to ensure alignment with the PK-12 special education standards and we are in the process of revising the program curriculum in order to integrate new Ch 49 competencies and because we identified minor gaps and some redundancies. The new program will launch in the 2024-2025 academic year. In terms of the quantifiable goal, we are unable to measure as our students are no longer taking the two PK-8 special education modules but are now taking the special education test (or the special ed and the fundamental subjects tests) for which we do not have previous data. In order to increase the pass rate on the new tests, faculty have taken the test in order to know the content so we can ensure it is in our

newly revised curriculum. In addition, we have purchased test prep materials to use with our students.

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

We did review course syllabi to ensure alignment with the PK-12 special education standards and we are in the process of revising the program curriculum in order to integrate new Ch 49 competencies and because we identified minor gaps and some redundancies. The new program will launch in the 2024-2025 academic year. In terms of the quantifiable goal, we are unable to measure as our students are no longer taking the two PK-8 special education modules but are now taking the special education test (or the special ed and the fundamental subjects tests) for which we do not have previous data. In order to increase the pass rate on the new tests, faculty have taken the test in order to know the content so we can ensure it is in our newly revised curriculum. In addition, we have purchased test prep materials to use with our students.

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

The goal for the 2022-2023 academic year is to increase program completion in special education teacher preparation by 3 students and to improve pass rate on the special education test by 3%.

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

The goal for the 2023-2024 academic year is to increase program completion in special education teacher preparation by three students and to improve the pass rate on the special educationi test by 3 %.

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))**

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

During the program all students will have opportunities to work with limited English proficient students in schools. The coordinator of field experiences will continue to gather data on students' experiences with limited English proficient students to ensure they have opportunities to apply what they are learning in courses in the field.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

As indicated in the goal, our field experience coordinator collected data through a student survey and collected anecdotal evidence from students to try to determine if the field experiences enhance learning in terms of the ELL (+3) standards. It appears they do enhance the learning but the participation rate on the survey was extremely low. Because we did not provide a quantitative goal for 2021-2022, it is hard to be sure we achieved the goal.

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

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

Because we did not provide a quantitative goal for 2021-2022, it is hard to be sure we achieved the goal.

Review Current Year's Goal (2022-23)

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

- ● Yes
- ○ No

8. Describe your goal.

The field experience coordinator will increase the number of schools in which students do practica which have limited English proficient students by 1-2 so that during the program all students will have opportunities to work with limited English proficient students in schools. The coordinator of field experiences, the program director and the school dean will lead faculty in the integration of culturally responsive and sustaining education competencies. These competencies will be integrated into the revised curriculum which will be launched in fall 2023.

Set Next Year's Goal (2023-24)

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

- ● Yes
- ○ No

10. Describe your goal.

The field experience coordinator will increase the number of schools in which students do practica which have limited English proficient students by 1-2 so that during the program all students will have opportunities to work with limited English proficient students in schools.

Assessment Pass Rates

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

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

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Pass rate
> - Scaled score
> - Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	11	160	9	82
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	10	161	5	50
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	10	159	7	70
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	2			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	2			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	3			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2019-20	4			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2019-20	4			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	1			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2021-22	3			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	7			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2019-20	5			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	14	200	8	57
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	26	210	20	77
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	28	214	19	68
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	32	208	21	66
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	14	208	9	64
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	25	219	25	100
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	28	219	23	82
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	33	215	28	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	11	205	6	55
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	24	210	16	67
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	27	213	16	59
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	34	213	24	71
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	26	233	18	69
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	32	229	19	59
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	25	232	19	76
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	30	226	20	67
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	13	168	12	92
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	28	18	64
All program completers, 2020-21	30	17	57
All program completers, 2019-20	42	21	50

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   All courses embed instructional technology, and all undergraduate early elementary/special education students take a full course in assistive technology. Secondary education students also take a full course on instructional technology. All course work is infused with requirements that have students implement various technologic supports to lesson planning and implementation. Several core courses (including composition courses) focus on the effective use of technology. We use a variety of educational technology to engage our students in learning. This use is also beneficial as it prepares the students to use technologies in their own classrooms. In addition to having computers and projectors in every classroom, we also use our Learning Management System extensively in all courses. We use VoiceThread to create interactive and collaborative presentations that faculty and students can add to with their voice, with video, audio, or text. In addition, we use cloud-based sharing tools so faculty and students can collaborate and share information with each other. We have created Google folders where students can access PECT resources to help them take their tests. We use tools a wide variety of tools and applications including, Jamboard, Padlet, and Flip to engage our students, model how to engage their own students, and practice how to conduct formative assessments. We create presentations using Pear Deck and Nearpod and model how to engage students, gather data, and then use this data to improve and modify instruction. Students produce a Weebly e-portfolio over the course of the program. They develop the Weebly during student teaching so that it serves as a portfolio for them when they apply for teaching positions. Additional applications include the following: Parlay, Flipgrid, Socrative, Edpuzzle, Prezi, Peardeck, Loom, Mural, Jamboard, Padlet, Slido, Gimkit, Gizmos, Desmo, Quizlet, Kahoot, Socrative. Some of the resources that are especially beneficial for learning and teaching include, Edutopia, Virtual Museums, Khan Academy, etc. In our programs, students conduct multiple projects where they are asked to integrate technology into lesson plans and are also asked to differentiate every

lesson/unit they create. These lesson plans/units are created with different learners in mind and our students are asked to consider accommodations and differentiation ideas every time they plan something. Technology is used to help teachers plan lessons that are varied, provide multiple ways for learners to access and learn information, and actively engage their learners. We encourage our students to consider universal design for learning principles in their planning and teaching of the lessons/units they create. We do not specifically focus on one tool or one way to do this but encourage our students to plan lessons that focus on the learning and then find the tool that helps them to do this best. We encourage the use of frequent and engaging formative assessments to gather data about their students and to check in on their learning and their socioemotional wellbeing. These check-ins can be done via the use of technology like Jamboard, Padlet, Flip. We encourage our students to create classroom environments where learners can learn from and with each other – so collaboration is a factor in the use of technology and how they use technology in their teaching. In addition to this on-going work with technology to plan lessons in which instruction is differentiated, students take a course in assessment and the use of assistive technology. In the secondary education programs, the many applications mentioned above are actively being used by students in our EDU 248 class. These students plan, prepare, and deliver 6 lessons over the course of the semester using various applications such as Nearpod, Socrative, Desmos, etc. Additionally, Gamification lessons are planned and delivered using a broad spectrum of applications in addition to lessons featuring learning tools, test prep, resource tools to support secondary aged students. Additionally, the culminating assignment requires them to design a course in a Learning Management System. Students learn about and apply the principles of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated Instruction). Beginning in their two courses on Literacy Methods and culminating during student teaching, students have opportunities to analyze data based on assessments of actual students. During a second assessment course, prior to student teaching, students complete a case study in which they develop a diagnostic and follow up with recommendations based on the information gleaned from that assessment.

Teacher Training

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   Students preparing for both general education and special education certifications as well as those preparing for secondary certifications engage in rigorous coursework and have continuous field experience in this area. Students in the dual certification program (PK-4 & PK-12 special education certs) learn about and apply the principals of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated instruction). Students develop accommodations and modifications in their lesson plan and IEP writing. In the Foundations of Autism course, students develop visual supports, work systems, and token economy systems for students with Autism. In the Learning Disabilities course, students develop accommodation and modifications for students with disabilities and learn varied curricula to support students with disabilities. In the Behavior Disorders course, students develop Positive Behavior Intervention plans, Functional Behavioral Assessments, and classroom management techniques. Beginning in their two courses on Literacy Methods and culminating during student teaching students have opportunities to analyze data based on assessments of actual students. During a second assessment course, just prior to student teaching, students develop a case study in which they complete a diagnostic and follow up with recommendations based on the information gleaned from that assessment. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above. Secondary education students also prepare to teach students with disabilities effectively. They partner with a neighboring school entity to support transitional planning in the community environment. The initiative links transitional planning with a strength-based community partnership to investigate interests and strengths and how they inform goals for post-secondary existence. In addition, secondary education students take courses in special education including Introduction to Exceptionalities, Behavioral Disorders and Social Emotional Disturbances, and an assessment course that focuses on differentiating assessment methods for students with special needs.

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

   In Elementary/Special Education and Secondary Education courses, especially the Assessment Methods course, students learn about and develop an IEP and then participate in role playing and learning modules to learn about the IEP process. These activities help students apply their understanding of special education requirements in a diversity of real-world scenarios. During student teaching, pre-service teachers participate in IEP meetings with parent and school permission. Additionally, the students preparing for secondary certification participate in IEP development from the position of a general educator and her/his membership on the IEP team. Specifically, the students are charged with developing specially designed instruction (SDI) to support students in inclusive classrooms and candidates are asked to develop accurate and functional goals for students' transition plans. This requires the preparation of educational, employment, and independent living goals. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above.

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

   All students in both our undergraduate and graduate dual certification major/program and secondary education certification program as well as students in the post-baccalaureate program receive instruction in teaching limited English proficient students. Undergraduate certification students are required to take a 14-week, 3 credit course entitled, EDU 215 Teaching English Language Learners: Language, Culture and Diversity in the Classroom. Post graduate students in the dual certification major take ECE 531 Language Development and the English Language Learner. The focus of these courses is instructing "Limited English Proficient (LEP)" students. The courses provide a comprehensive overview of the elements of second language acquisition and their impact on content learning in order to meet the needs of English Language Learners (ELLs) in today's diverse classrooms. An emphasis is placed on defining culture and addressing cultural differences within the classroom. Pre-service teachers learn how to plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop proficiency in the English language.

Students learn a variety of teaching strategies and activities that can be utilized with all students, including ELLs. In addition, all education courses include specific ideas and strategies related to differentiating instruction as well as ideas for addressing cultural differences which ELLs/LEP students can benefit from.

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

● Yes
○ No

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

a. **Teach students with disabilities effectively**

Students learn about and apply the principals of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated instruction). Students develop accommodations and modifications in their lesson plan and IEP writing. In the Foundations of Autism course, students develop visual supports, work systems, and token economy systems for students with Autism. In the Learning Disabilities course, students develop accommodation and modifications for students with disabilities and learn varied curricula to support students with disabilities. In the Behavior Disorders course, students develop Positive Behavior Intervention plans, Functional Behavioral Assessments, and classroom management techniques. Beginning in their two courses on Literacy Methods and culminating during student teaching students have opportunities to analyze data based on assessments of actual students. During a second assessment course, just prior to student teaching, students develop a case study in which they complete a diagnostic and follow up with recommendations based on the information gleaned from that assessment. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above.

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

In Elementary/Special Education and Secondary Education courses, especially the Assessment Methods course, students learn about and develop an IEP and then participate in role playing and learning modules to learn about the IEP process. These activities help students apply their understanding of special education requirements in a diversity of real-world scenarios. During student teaching, pre-service teachers participate in IEP meetings with parent and school permission. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above.

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

All students in the secondary and the dual certification programs as well as students in the post-baccalaureate program receive instruction in teaching limited English proficient students. Undergraduate certification students are required to take a 14-week, 3 credit course entitled, EDU 215 Teaching English Language Learners: Language, Culture and Diversity in the Classroom. The focus of the course is instructing "Limited English Proficient (LEP)" students. This course is a comprehensive overview of the elements of second language acquisition and their impact on content learning in order to meet the needs of English Language Learners (ELLs) in today's diverse classrooms. An emphasis is placed on defining culture and addressing cultural differences within the classroom. Pre-service teachers learn how to plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop proficiency in the English language. Students learn a variety of teaching strategies and activities that can be utilized with all students, including ELLs. In addition, all education courses include specific ideas and strategies related to differentiating instruction as well as ideas for addressing cultural differences which ELLs/LEP students can benefit from. The similar course offered for post-baccalaureate students is ECE 531: Language Development and the English Language Learner.

Contextual Information

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

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

Contextual Information

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

The framework established by PDE and adhered to by the Neumann dual certification program, secondary certification programs, and post-baccalaureate program ensures that all students in our certification programs receive training related to child and/or adolescent development; pedagogy; assessment; disabilities and accommodations; behavior management; limited English proficiency; and other key areas related to PK-12 education. To be accepted into our undergraduate certification programs, students have historically needed to pass the reading, writing and math Basic Skills Assessment (BSA) requirements. This requirement is currently waived which allows more students to enter the certification program. To meet the state's requirements for certification, students must also pass state-mandated knowledge tests. Our students frequently struggle to pass the state's mandated certification tests (PECT). To meet the needs of our students in passing these tests, we have aligned our coursework with the certification requirements and provide additional support in the form of a Certification Resource Center. For our undergraduate students we also provide test vouchers for three of the required tests. These vouchers are distributed in classes which focus in part on ensuring students are prepared for the test for which they are receiving the voucher. Additionally, a robust, comprehensive field experience sequence embedded throughout the program and coordinated by a full-time faculty member supports our students' deeper and interconnected understanding of concepts related to best practices in education. In addition to all we currently do to support our students, we are in the process of reforming the curriculum in each of our programs. The decision to reform our programs was due in part to the fact our students have struggled on PECT tests. As we rebuild, we will focus on important learning outcomes grounded in PDE competencies, our university core learning outcomes, and other skills and knowledge needed to be successful educators. We will integrate all competencies, including those recently added under Ch. 49 – structural literacy, CRSE, and professional ethics. As we redesign the programs and courses, we will do so in ways that ensure students are prepared for PECT tests. It will be important that we implement program assessment processes to evaluate the new programs. Assessment will include analysis of test scores as well as assessment of various student products to analyze how well we are meeting program and course learning outcomes.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Amy Gratch Hoyle, PhD

TITLE:

Dean, School of Education & Social Sciences

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:

Amy Gratch Hoyle

TITLE:

Dean, School of Education & Social Sciences