title II
higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

MT

University of Montana-Western
Traditional Report AY 2022-23
Montana

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

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SALUTATION

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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	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1315	Teacher Education - Reading	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

19

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	
Essay or personal statement	○ Yes	● No	● Yes	○ No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Teaching performance; Writing performance; Service learning; Teacher Work Sa…	● Yes	○ No	● 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.)

2.7

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.)

2.75

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

No additional information to provide.

Postgraduate Requirements

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

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

● Yes
○ No

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

Element	Admission		Completion	
Transcript	● 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

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	● Yes	○ No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Teaching performance, Service learning, Teacher Work Sample; Dispositions Eval	● Yes	○ No	● 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.)

2.7

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.)

2.75

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

No additional information to provide.

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 2022-23. (§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	212
Number of clock hours required for student teaching	420

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	420
Years required of teaching as the teacher of record in a classroom	1

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	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	43
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	224
Number of students in supervised clinical experience during this academic year	93

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

Some of our teacher candidates are doing a year-long supervised clinical experience thanks to the state program on this.

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

2022-23 Total	
Total Number of Individuals Enrolled	683
Subset of Program Completers	110

Gender	Total Enrolled	Subset of Program Completers
Male	147	24
Female	531	86
Non-Binary/Other	0	0
No Gender Reported	5	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	80	10
Asian	5	0
Black or African American	2	0
Hispanic/Latino of any race	19	1
Native Hawaiian or Other Pacific Islander	1	0
White	533	92

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	27	4
No Race/Ethnicity Reported	16	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	27	4
No Race/Ethnicity Reported	16	3

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23**

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**	18

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	32
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	7
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23**

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	0
13.1202	Teacher Education - Elementary Education	29
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

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

CIP Code	Academic Major	Number Prepared
54	History	0
99	Other Specify:	0

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:

All secondary education and K-12 education students attain the equivalent of a double-major: a major in their content area, and a major in education. All elementary education and PK - Grade 3 students complete a carefully aligned content-background preparation in various subjects and complete a rigorous sequence of education courses. All education courses include integrated general education and special education content, to provide a strong foundation in both domains. All education courses contain integrated components related to meeting the needs of exceptional students and students who are learning English as a second language. Montana Western students complete a robust set of Field Experiences in a variety of settings. We are particularly proud of our emphasis on preparing teachers for the very small rural schools in Montana. We engage our candidates in multiple field experiences in P-12 schools prior to student teaching. We also engage our elementary education and PK - Grade 3 degree students in a campus-

based lab school field experience which brings children and youth from one-room and two-room schools to our campus.

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 (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

It is our goal to prepare 4 teachers of mathematics for 2022-23.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Math department is doing recruiting efforts to help get more math majors and math education majors to come to our school.

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

Math department is looking at adding a mathematics education minor to their offerings so that it would be a smoother pathway for students who want to do math and another content area.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

It is our goal to prepare 4 teachers of mathematics in 2023-24.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

5is the goal which is one step up from our current number. Small steps.

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

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

It is our goal to prepare 5 teachers in the fields of general science, biology, and/or earth science for 2022-23.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Recruitment strategies are being discussed with the admissions department and how they can help point more students towards science education, not just science.

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

Admissions is now sharing their recruitment schedule so that our Science Education Faculty can go with them to help in the efforts.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

It is our goal to prepare 5 teachers in the fields of general science, biology, and/or earth science for 2023-24.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

It is our goal to prepare 5 teachers in the fields of general science, biology, and/or earth science for 2024-25.

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2022-23 was to prepare 7 teachers in the field of special education. In addition to the approach mentioned in #5, the Education Division coordinated with the Office of Admissions to utilize in special education.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We collaborated with the Office of Admissions. This collaboration enabled us to identify and target students interested in special education, ensuring a more focused approach to recruitment. Additionally, we continued to partnered with the Office of Public Instruction to assist in providing funding for potential students seeking to pursue the SPED endorsement.

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

· Strengthened Collaboration with Admissions Office: We aim to foster even stronger ties with the Admissions Office through consistent communication and collaboration. Regular updates and shared insights will facilitate smoother cooperation, enabling us to align our efforts more effectively. · Fine-

Tuned Targeting Approaches: Through continuous analysis of data and feedback loops, we have refined our targeting strategies to identify and engage students with a genuine interest in special education. This iterative process ensures that our outreach efforts are precisely tailored to reach the right audience, maximizing our impact and efficiency. · Ongoing Evaluation and Adaptation: It's imperative to sustain our commitment to evaluating the effectiveness of our initiatives. Tracking student progression through the program and actively soliciting feedback enables us to identify any potential challenges or areas for improvement. By maintaining this proactive approach, we can promptly address issues and optimize our strategies to ensure long-term success.

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

· By collaborating closely with the Admissions Office, we aim to ensure that prospective students are provided with accurate and detailed information about our special education program. · This partnership will enable us to align our recruitment efforts with the program's objectives, ensuring that students admitted have a clear understanding of the rigorous training they will receive. · Through regular communication, we will also be able to address any questions or concerns prospective students may have, further enhancing their confidence in pursuing special education training. · By analyzing data and feedback, we can identify areas where our training programs can be strengthened to ensure that students receive the most relevant and up-to-date instruction. · Additionally, ongoing evaluation of student outcomes will allow us to continuously improve our programs, ensuring that graduates are well-prepared to apply evidence-based approaches in their professional practice.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

In the academic year 2023-24, the SPED department aims to equip 10 teachers with specialized skills and knowledge in the field of special education. These teachers will undergo comprehensive training to effectively support students with diverse learning needs and disabilities, ensuring inclusive and equitable educational opportunities for all. Through rigorous coursework, hands-on experiences, and mentorship opportunities, our goal is to empower these teachers to become compassionate and effective advocates for students with special needs, fostering a supportive and inclusive learning environment in schools and communities.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

· Enhance Collaboration with Admissions Office: Building on our previous successes, we plan to strengthen our collaboration with the Admissions Office. By working closely together, we can ensure that prospective SPED students receive accurate information about our program and are supported throughout the application process. · Offer Support and Resources: Recognizing the importance of financial assistance in attracting talented individuals to our program, we will explore opportunities to provide scholarships, grants, and other forms of financial support to prospective SPED students. Additionally, we will offer resources such as mentorship programs and informational sessions to help students navigate the application process and succeed in their studies. · Ensure Quality and Rigor: Above all, we are committed to maintaining the highest standards of quality and rigor in our SPED program. We will continue to refine our curriculum, incorporate evidence-based practices, and provide hands-on learning experiences to ensure that students receive a comprehensive and enriching education that prepares them for success in the field of special education.

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 (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

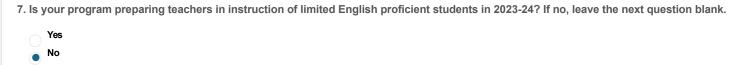○ Yes
● No

2. Describe your goal.

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:

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

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

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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.

   Every candidate must pass a required course dedicated to developing their skills in using a wide variety of state-of-the-art technological tools useful for teaching. Furthermore, these required courses include instruction in the application of Universal Design for Learning (UDL) in instructional design. Candidates must demonstrate effective use of instructional technology in their Teacher Work Sample, in unit plans created in methods courses, and in lessons taught during student teaching. Candidates use technology to collect, manage, and analyze data as part of their Teacher Work Sample during Student Teaching.

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**

    The course content which would typically be found in a course on meeting the needs of exceptional learners is embedded in a wide range of courses taken by our general education candidates, and evidence of candidates' knowledge in this area is assessed in those classes. Strategies for working with children with special needs are thus embedded in a wide range of courses. Candidates receive extensive, integrated preparation throughout their programs of study with regard to the effective education of students with disabilities. Furthermore, candidates receive training in working with children with disabilities during their field placements, and during student teaching as well. Evidence is collected from supervising teachers' observations and in instructors' observations. With the implementation of two statewide surveys of completers and their employers, the Education Division now also collects evidence of completers' satisfaction with their preparation in this area, as well as evidence of employers' views of how well candidates have been prepared in this area.

    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.***

    Preparation in participating on an Individualized Education Program team is specifically taught to prospective general education teachers in EDU 382 Assessment, Curriculum, and Instruction. This course is a central component of the Professional Education Core, and is required of all elementary education, PreK - Grade 3, and K-12/secondary education majors.

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

    Preparation for working with students who have limited English proficiency (LEP) is embedded in all literacy education courses in the teacher education program. Candidates enrolled in the elementary education program and the PreK - Grade 3 degree program are required to take four literacy education courses. Candidates enrolled in K-12 and secondary education programs are required to take one literacy education course. Limited opportunities to work with students with LEP are provided to our candidates during field placements and student teaching, due to the demographics of our state. Our institution recognizes this as a weakness in our program.

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**

    The entire special education program of study is carefully designed to prepare prospective special education teachers to effectively teach students with disabilities. In particular, candidates are required to take EDSP 303 Teaching Students with Intellectual Disabilities, which focuses on working with students who have moderate to severe disabilities in intellectual, motor, communication, perceptual, and/or social skills. Furthermore, candidates must take EDSP 464 Methods of Instruction for Students with High Incidence Disabilities. This course prepares candidates to provide

accommodations and support for students with a wide range of mild to moderate disabilities. Candidates experience additional preparation in the areas of response to intervention, meeting the needs of students with emotional disturbances, and in applying principles of behaviorism to the teaching and learning cycle.

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.***

Candidates in the special education program receive specific training in writing Individualized Education Programs while enrolled in EDSP 281 Collaboration and Planning to Execute IEPs. This course also trains candidates to work effectively with all participants and stakeholders in an IEP team. During their field experiences and supervised teaching placements, candidates in the special education program have opportunities to participate in all steps related to the development of an IEP.

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

Preparation for working with students who have limited English proficiency (LEP) is embedded in all literacy education courses in the teacher education program. Candidates enrolled in the elementary education program and in the PreK-Grade 3 degree program are required to take four literacy education courses. Candidates enrolled in K-12 and secondary education programs are required to take one literacy education course. Since the special education K-12 minor must be combined with one of the aforementioned majors, all special education candidates receive preparation in working with LEP students. During field experiences, limited opportunities to work with LEP students are provided to our candidates, due to the demographics of our state. Our institution recognizes this as a weakness in our program.

Contextual Information

On this page, review the contextual information about your program, 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.

During its Fall 2022 Council for the Accreditation of Educator Preparation (CAEP) review, this EPP was assessed by the visiting team and was found to be comprehensive, consistent, and effective in its preparation of teacher candidates. This EPP was renewed in accreditation by CAEP and was able to have fewer Areas for Improvement. The EPP's program is noted in the state and throughout the region for producing high-quality teachers. The EPP faculty collaborates extensively and continuously to improve programs. This EPP is known in the region for providing its teacher candidates with more time in K-12 schools, prior to student teaching, than other universities.

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:

Shay Kidd

TITLE:

Associate Professor/ Accreditation Officer

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:

Shay Kidd

TITLE:

Associate Professor/ Accreditation Officer