2024 TITLE II REPORTS
National Teacher Preparation Data

Bradley University
Traditional Report AY 2022-23
Illinois

IL

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

1501 W. Bradley Avenue

CITY

Peoria

STATE

Illinois ▼

ZIP

61625

SALUTATION

Ms. ▼

FIRST NAME

Colleen

LAST NAME

Slane

PHONE

(309) 677-3492

EMAIL

colleen@fsmail.bradley.edu

List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

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

Total number of teacher preparation programs:

16

Program Requirements

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:	○ 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.)

> 2.5

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

> 2.5

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

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

Postgraduate Requirements

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

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

○ Yes
● No

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

Element	Admission		Completion	
Transcript	○ 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

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

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 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	225
Number of clock hours required for student teaching	375

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

○ Yes
● No

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

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	
<u>Years</u> 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	3.6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	8
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	77
Number of students in supervised clinical experience during this academic year	72

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

This reflects FTE faculty clinical supervision assignments in 2022-2023. Please note, in AY 2015-16 we embedded the ESL endorsement into our early childhood education, elementary education, LBS I special education and middle school education (English language arts, math, science, and social science) programs. As a result, AY 2022-23 represents the seventh year in which all teacher candidates in these aforementioned teacher preparation programs must complete 100 additional clock hours in the classroom, working with English Language Learners (in two separate ESL field experiences ETE 237 and ETE 240) in a Title I school. Therefore, in AY 2022-23 - as with the previous academic year - all candidates in those programs that have the ESL endorsement embedded within, must complete an additional 100 hours in an ESL K-12 classroom, which increases the "Average number of clock hours of supervised clinical experience required prior to student teaching" total to 225 hours. For those programs in which the ESL endorsement is not embedded, their total clock hours of "supervised clinical experience prior to student teaching" is 150 hours. All programs have the same minimum number of hours required for student teaching, i.e., 375 total.

Enrollment and Program Completers

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	189
Subset of Program Completers	62

Gender	Total Enrolled	Subset of Program Completers
Male	42	12
Female	147	50
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	4	2
Black or African American	9	1
Hispanic/Latino of any race	23	8
Native Hawaiian or Other Pacific Islander	0	0
White	145	47

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	6	4

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	6	4

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	10

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	23
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	2
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	6
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	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	45
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	8
13.1202	Teacher Education - Elementary Education	23
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	5
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	2
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	6
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	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
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	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
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	

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

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

The Department of Education, Counseling, and Leadership (ECL) makes every effort to meet the assurances listed above. To this end, you will find listed below some of the strategies implemented in AY 2022-23 to achieve this end: 1) Professional preparation provided to teacher candidates is designed to respond to the identified needs of the Local Educational Agencies (LEA) or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. * Our programs in mathematics, the sciences and special education (LBS I in Illinois) have a longstanding stellar reputation of providing a balanced program of study that provides both breadth and depth of preparation, and has a history of producing excellent teachers. * The ECL Department, in cooperation with academic units in the College of Liberal Arts and Sciences and the Caterpillar College of Engineering, maintain a vibrant Center for STEM Education, which is focused on the teaching field of engineering, mathematics and the sciences. The

programs and professional development offered by the STEM Education Center provide in-service teachers with the opportunity to become engaged in a number of professional development opportunities that focus on both content and content pedagogy. *In AY 2022-23, as previously mentioned, we continued to make available the ESL endorsement as part of our early childhood education, elementary education, LBS I special education, and middle school education (English language arts, math, science, social science) programs, which we first introduced in AY 2015-16. 2) Professional preparation provided to our teacher candidates is closely aligned with the needs of schools and the pedagogical decisions new teachers must make in the classroom, particularly in an era in which teachers are relying more on real-time student data and analytics to make curricular and instructional decisions in their P-12 classrooms. 3) The teacher preparation program for prospective special education teachers includes coursework in core academic subjects. In addition, special education teacher candidates receive preparation in instruction strategies and techniques for teaching each of the core academic subjects, in distinct content methods courses for each of the four core subject areas. *Prospective teachers in our LBS I special education program are required to complete a variety of general education courses (Bradley Core Curriculum) in core subjects, as well as additional courses in English, mathematics, science, and social science in accordance with the Illinois Administrative Code, i.e., rules, as well as for baccalaureate degree completion. 4) General education teachers receive training in providing differentiated instruction to children with exceptionalities. To this end, the ECL Department has integrated into the curricula of every pedagogy and content pedagogy course a focus on providing instruction to children with exceptionalities. Further, each of the programs has a separate course that is exclusively focused on teaching students with exceptionalities. In addition, the knowledge and skills teacher candidates gain from these courses is applied and assessed in their field and clinical experience courses, which are integrated throughout the program - from their first field experience as freshmen to their ESL field experiences and novice teaching, and their capstone experience in student teaching. 5) General education teachers receive training in providing instruction to limited English proficient students. To this end, the ECL Department has integrated into the curricula of every course in the ESL endorsement core, pedagogy and content pedagogy courses (in particular, ETE 234, ETE 235, and ETE 236) focused on providing instruction to limited English proficient students (ELLs). In addition, each of the programs has a series of ESL field experiences (i.e., ETE 237, and ETE 240), which afford teacher candidates an opportunity to apply the knowledge and skills they gain from these courses in a P-12 school setting, working with ESL teachers. 6) General education teachers receive training in providing instruction to children from low-income families. * Field experiences and field experience seminars: Each program (with the embedded ESL endorsement) requires five field and clinical experiences. The first being 25 hours of directed observations in a setting appropriate for the education major. The next set of field experiences are relative to the ESL endorsement, which require all students to complete 100 additional hours in the classroom, working with English Language Learners (in two separate ESL field experiences ETE 237 and ETE 240). Further, there are a minimum of two intensive (semester-long) experiences which require planning and implementing instruction in the student's teaching area. The first intensive field experience is Novice Teaching which is a minimum of 100 clock hours and usually taken during the junior year. This is followed by Student Teaching which is a semester long, all day supervised teaching experience in P-12 school setting. Either Novice or Student Teaching must be in a diverse placement with a minimum of 20 percent minority or low-income students. During each field and clinical experience, students are required to address the needs of students with exceptionalities. They are mentored by their cooperating teacher and university supervisor. 7) Prospective teachers receive training on how to effectively teach in urban and rural schools. * Field experiences and field experience seminars: Each program requires a minimum of four field experiences. The first being 25 hours of directed observations in setting appropriate for the education major. The next set of field experiences, required in the ESL endorsement, is for students to complete 100 additional hours in the classroom, working with English Language Learners. Further, there are a minimum of two intensive (semester-long) experiences which require planning and implementing instruction in the student's teaching area. The first intensive experience is Novice Teaching which is a minimum of 100 clock hours and usually taken during the junior year. This is followed by Student Teaching which is a semester-long, all-day supervised teaching experience in P-12 school setting, in which teacher candidates accrue a minimum of 450 clock hours in a P-12 school setting. The ECL Department requires that either Novice or Student Teaching must be in a diverse placement with a minimum of 20 percent minority or low-income students. Placements are made in P-12 schools within Peoria Public Schools, and in surrounding school districts in Central Illinois. Students will have at least one urban experience in Peoria Public Schools. During each field and clinical experience, students are required to address the needs of students with exceptionalities, English Language Learners, and students from low SES backgrounds. They are mentored by their cooperating teachers and university field/clinical experience supervisors.

Annual Goals: Mathematics

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

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

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.

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

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 not add new students in the middle school and high school math education programs in AY 2022-23. We will be more intentional in discussing our middle school and high school education math programs with prospective students during our visit day program. In addition, we will streamline the process for non-education majors who want a lateral transfer to the middle school and high school education math programs with quick advisement and program planning.

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.

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

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.

We don't anticipate any new students enrolling in our mathematics education program for 2024-25 academic year due to ongoing budget reviews. However, we will try to continue to attract and pursue internal Bradley students into our mathematics program.

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.

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

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Last year we articulated that our goal for AY 2022-23 was to have two new students matriculate into our middle school and high school science education programs (i.e., biology, chemistry, and physics). We are pleased that the final data for AY 2022-23 show that we indeed had one student matriculate into our middle school science program and two students matriculate into our high school science education program (i.e., biology and physics), for a combined total of three students. We believe this is a reflection of the marketing and recruitment strategies, as well as the retention efforts, to increase and sustain enrollment in science education.

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 science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We anticipate two students matriculating into our high school education science program in AY 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.

We will continue with our marketing, recruitment, and retention efforts, to increase and sustain enrollment in science education. This will also include a streamlined process for non-education majors who want a lateral transfer to the middle school and high school education science programs (i.e., biology, chemistry, physics) with quick advisement and program planning.

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.

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

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We exceeded this goal by one student, for a total of four students enrolled in the special education program for AY 2022-23. This was due to our marketing, recruitment, and retention efforts as we had one new student, one lateral transfer student, and two undecided students who then decided to commit and pursue the special education program in AY 2022-23.

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 special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

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

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.

We will continue with our marketing, recruitment, and retention efforts, to increase and sustain enrollment in special education. This will also include a streamlined process for non-education majors who want a lateral transfer to the special education science program with quick advisement and program planning.

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.

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

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 added 17 new students in the ESL endorsement program. We will be more intentional in discussing our ESL program with prospective students during our visit day program. In addition, we will streamline the process for non-education majors who want a lateral transfer to the ESL program with quick advisement and program planning.

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.

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

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.

We will continue with our marketing, recruitment, and retention efforts, to increase and sustain enrollment in the ESL program. This will also include a streamlined process for non-education majors who want a lateral transfer to the ESL program with quick advisement and program planning.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	9			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	4			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	10	260	10	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	8			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	8			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	2			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	8			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	6			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2022-23	23	256	23	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2021-22	20	258	20	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	6			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	1			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	7			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	3			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2021-22	8			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2020-21	8			
208 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	4			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	4			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	2			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	8			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
243 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	6			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	6			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	5			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	4			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2022-23	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2020-21	8			
214 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
214 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

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, 2022-23	62	62	100
All program completers, 2021-22	53	52	98
All program completers, 2020-21	70	70	100

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.**

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

Teacher Training

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

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

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

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

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

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

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

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

   ● Yes
   ○ No

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

   a. **Teach students with disabilities effectively**

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

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

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

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

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

Contextual Information

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Colleen Slane

TITLE:

Licensure Officer and Field / Clinical Coordinator

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Quentin Wherfel

TITLE:

Program Director of Education, Counseling, and Leadership