



Winthrop University
Traditional Report AY 2019-20
South Carolina



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

218964

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SALUTATION

Dr.

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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), Institution Information Postgraduate level (PG), or both. **(\$205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	PG	
13.1324	Teacher Education - Drama and Dance	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

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
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: For Entry: Field work. For Exit: Pass Internship Final Evaluation and edTPA..	☒ 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.)

2.75

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:

A minimum grade of C or above is required for professional education courses. There is a review of dispositions at entry to the program, before internship experiences, and before exit from the program.

Postgraduate Requirements

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
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: For Entry: Field work. For Exit: Pass Internship Final Evaluation and edTPA.	☒ 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.)

3

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

3

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

We have two options for the MAT programs: (a) a Fifth Year MAT option, a three semester program for recent BA/BS graduates and (b) the traditional MAT option which is approximately a two-year program. Students in the Fifth-Year MAT must pass the Content Area Praxis before beginning coursework. Students in the traditional MAT must pass Content Area Praxis before entering the Internship, which is in their second year. For students in the foreign language certification areas a score of advanced low is required on the ACTFL Oral Proficiency exam at the same point as the Praxis Content Area exam. A minimum grade of C or above is required for all professional education courses. There is a review of dispositions at entry to the program, before internship experiences, and before exit from the program. See section 1.b for further details on the program admission process which happen after completion of 12 graduate hours.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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	353
Number of clock hours required for student teaching	640

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	
Number of years required for 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	31
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	23
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	503
Number of students in supervised clinical experience during this academic year	774

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

Winthrop’s clinically-based preparation model begins in the first year of traditional undergraduate programs and in the first term of MAT programs with a 21-contact hour early field experience association with the courses EDCO 200/601. These courses focus on the developmental sciences through the lens of students living in poverty. Next candidates complete approximately 36 hours in the field in courses designed to examine the specific needs of English learners, students with IEPS or 504 Plans, and students identified as Gifted and Talented. The structure for undergraduates and MAT students are slightly different but the goals, assessments, and outcome are well aligned. These first experiences are considered the “early clinical”. During the field experience and Internship I terms, candidates complete a 12-hour field experience associated with EDCO 305/602 Technology in the Classroom, an average of 30 hours through the content specific Field Experience associated with methods coursework (varies by program), 12 hours associated with EDCO 350/610 Academic and Social Strategies for Establishing an Inclusive Classroom Climate, and approximately 272 hours in Internship I. The combination of all experiences before the traditional student teaching semester give an average of 353 hours. Supervision and support of these experiences include host teachers, mentor teachers, university course instructors, university supervisors, and other P12 school personnel as appropriate. The final year is a combination of the Internship I (mentioned previously) and Internship II (aka student teaching) referred to as the Year-Long Internship. These experiences follow the host school district’s calendar. In the fall the structure of the Internship I experience varies by program, but candidates spend all hours in content and level specific classrooms. Internship II (aka student teaching) is approximately the same for all programs—640 hours, although there is some variance based on the school districts’ calendars followed by the candidates.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total	
Total Number of Individuals Enrolled	426
Subset of Program Completers	156

Gender	Total Enrolled	Subset of Program Completers
Male	70	25
Female	356	131
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	3	0
Black or African American	71	32
Hispanic/Latino of any race	12	3
Native Hawaiian or Other Pacific Islander	1	0
White	324	117

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	11	2
No Race/Ethnicity Reported	2	1

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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	15
13.1202	Teacher Education - Elementary Education	37

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	31
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	2
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	5
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	3
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	15
13.1202	Teacher Education - Elementary Education	37
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	31
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	3
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	8
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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

Program Assurances

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:

Successful Strategies in Meeting Assurances: 1. The College of Education employs many approaches to ensure that our preparation programs remain responsive to the local, state, and national education needs. * We conduct regular follow-up surveys of graduates from our programs and survey the school district employers where our graduates work. Survey results are reviewed and discussed by faculty at both the unit and program levels. * Each program in the college has an advisory committee whose membership consists of P-12 teachers and administrators, program alumni, and current students. The committees meet on an annual basis and provide feedback to the program. 2. Preparation is closely linked with the needs of the schools and the instructional decisions new teachers face in the classroom. * The College of Education has a nine-school district University-School Partnership Network made up of six Professional Development and 46 Partner Schools that work with the teacher preparation program on common goals of simultaneous renewal. These school partners provide invaluable feedback to the program and support for field and clinical experiences. The partnership focuses on shared preparation of teacher candidates and professional development of district teachers in working more effectively with diverse learners

(ELL, special needs in the general education classroom, and children in poverty). 3. Special Education teacher candidates receive strong preparation in core academic subjects. * All Special Education majors complete the coursework for Elementary add-on certification in their baccalaureate program. This enables them to apply, upon graduation, for Elementary certification (pending passage of the appropriate Praxis Subject Assessment tests). * Special Education majors take the same Arts and Sciences content courses as the elementary teacher candidates. In addition, they take the following elementary methods courses: Teaching Social Studies in the Elementary Classroom, Teaching Science in the Elementary Classroom, Teaching Math in the Elementary Classroom, as well as at least 12 hours of literacy instruction. 4. All general education teacher candidates have coursework in working with exceptional and diverse learners. * In our clinically-based program, baccalaureate candidates take EDCO 200, Developmental Sciences and the Context of Poverty, EDCO 201 Literacy and the English Language Learner, EDCO 202 Supporting Students with Disabilities in the General Education Classroom, and EDCO 350 Academic and Social Strategies for Establishing an Inclusive Classroom Climate. MAT candidates take EDCO 610, Teaching Exceptional Learners in Inclusive Settings. These courses provide candidates with an understanding of individual differences among students with disabilities, who are English language learners, and/or who come from a background of poverty. Relevant legislation and rights and responsibilities of school personnel are addressed. In addition, candidates learn to modify assessments, to accommodate instruction to meet the needs of diverse learners, and to work collaboratively with families and other professionals. 5. All general education teachers are prepared to provide instruction to limited English proficient students. * First, all general education candidates in our clinically-based undergraduate curriculum take a course that prepares them to effectively teach students who are limited English proficient: EDCO 201, Literacy and the English Language Learner. In this course, candidates examine the stages of language acquisition and methods supporting English language learners. This course includes a field placement in which students collaborate with an expert mentor to meet the needs of an English language learner in the context of the general education classroom. * Second, MAT students take three courses that prepare them to teach limited English proficient students effectively. In EDCO 601, Psychology Applied to Teaching, candidates learn about assessing the stages of language development of English language learners and explore the effects of family and context through concepts such as culturally responsive teaching and Bronfenbrenner's Ecological Systems Theory. In EDCO 605, Educational Assessment, candidates learn ways to design assessments to avoid cultural bias and to increase accessibility. In EDCO 610, Teaching Exceptional Learners in Inclusive Settings, candidates learn about modifications and accommodations for English language learners. 6. General education teachers receive training in providing instruction to children from low-income families and work effectively in rural and urban schools. * All candidates take EDCO 200 or 601, courses in developmental sciences With the context of poverty. Topics include typical human development, contexts of poverty and its effects on P-12 learners, and family/community exploration. This course includes a field placement in which candidates work with a learner living in poverty. * The Winthrop University Partnership Network provides multiple placements in schools that contain high proportions of children who live in poverty and who are at-risk for school failure. High poverty sites include a mix of urban, suburban and rural schools.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year's Goal \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Prepare 4 new prospective teachers in mathematics.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The Robert Noyce Scholarship Program (WISE) continues to be a key element of the recruitment work. Further the College of Education and Department of Mathematics collaborate to identify majors that may be good candidates for the graduate certification program while education core faculty ensure STEM majors are connected with WISE faculty.

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 (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Prepare 4 new prospective teachers in mathematics.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Prepare 4 new prospective teachers in mathematics.

Annual Goals: Science

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year's Goal \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Prepare 2 new prospective teachers in science.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The Robert Noyce Scholarship Program (WISE) continues to be a key element of the recruitment work. Further the College of Education and Departments of Biology and Chemistry collaborate to identify majors that may be good candidates for the graduate certification program while education core faculty ensure STEM majors are connected with WISE faculty.

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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Prepare 3 new prospective teachers in science.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Prepare 3 new prospective teachers in science.

Annual Goals: Special Education

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Prepare 20 new prospective teachers in special 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:

Recruitment of Special Education Teachers has been difficult. The program, under the leadership of a new chair in 2019 and program director in 2020, is working to creatively consider new pathways to certification. During the 2019-2020 the process was begun to create a graduate level initial certification program which was fully approved during fall 2019. Throughout the process the faculty began recruiting and partnering with area school districts to identify instructional assistants with undergraduate degrees interested in seeking certification at the graduate level. Our first cohort began in spring 2021. Although it is not likely that we will have an annual cohort, this avenue will impact completions and in our region. Not captured in this report, but directly related is using the capacity in coursework to recruit certified teachers to pursue add-on certification. In this state this requires both coursework and an examination. It is unknown how many will choose to change teaching assignments, but regardless the additional experience in special education will have the potential to impact the learning experience for students with IEPs and 504 Plans within the general education classroom as well as increase the pool of prepared and certified special education teachers.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Prepare 20 new prospective teachers in special education.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Prepare 20 new prospective teachers in 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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? 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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	9			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	9			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	2			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	31	43	31	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	34	44	34	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	28	46	28	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	27	57	27	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2017-18	27	58	27	100
TPA0149 -EDTPA: ELEM ED MATHEMATICS WITH LITERACY TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	28	54	28	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	2			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	18	45	17	94
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	22	47	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	47	10	100
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	7			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	6			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	6			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	8			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	13	46	13	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	15	51	15	100
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	13	49	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	22	47	22	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	8			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	36	172	36	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	31	171	31	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	35	171	35	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	35	171	35	100
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	24	167	21	88
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	24	174	21	88
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	25	179	22	88
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	25	169	18	72

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	37	179	37	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	26	183	26	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	6			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	37	171	37	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	26	177	26	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	35	172	35	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	26	175	26	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	33	171	33	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	26	172	26	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	29	176	29	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	15	175	11	73
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	13	178	13	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	13	158	10	77
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	12	165	9	75
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	6				
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	12	170	12	100	
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	24	165	17	71	
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	15	171	15	100	
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	14	172	14	100	
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	6				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	6				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	7				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	6				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	10	176	10	100	
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	5				
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	6				
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	1				
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	7				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	8			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	15	177	15	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	13	176	13	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	14	179	14	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	26	178	26	100
ETS5322 -SE STUDENTS W INTELLECTUAL DISABILITIES Educational Testing Service (ETS) All program completers, 2017-18	16	179	16	100
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	22	166	21	95
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5641 -THEATRE Educational Testing Service (ETS) Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2017-18	4			

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 Westat'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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	155	153	99
All program completers, 2018-19	144	144	100
All program completers, 2017-18	165	165	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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. Preparation of General Education Teachers to Integrate Technology Effectively into Curricula and Instruction: The educational technology class (EDCO 305 for baccalaureate and EDCO 602 for MAT) prepares all candidates for technology integration by providing demonstrations of effective strategies, contemporary readings, and opportunities to engage in discipline-specific research and applications with emerging technologies. These courses provide multiple opportunities to create standards-based activities that use technology in a seamlessly integrated manner. Field-based rubrics and lesson planning expectations include expectations for technology use to support students learning. 2. Preparation of General Education Teachers to Collect, Manage, and Analyze Data to Improve Teaching and Learning: EDCO 220, Assessment to Meet Diverse Needs and EDCO 605, Educational Assessment, provide candidates with opportunities to discuss options for collection and management of assessment data. Further in field placements (specifically those at the internship level) candidates are introduced to and use school specific products to manage assessment information for use in communication, evaluation, and lesson planning. Throughout the program candidates use a technology-based assessment system through coursework that enables them to experience the collection of assessment data from the student prospective and use of feedback to improve learning in a technology-based environment.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

All initial preparation candidates engage in a variety of field and course-based explorations that ensure effective work with students with exceptionalities. During the early terms of a candidates program, they engage in coursework that examines instructional strategies, legal expectations, and student characteristics. During these early explorations candidates work in the field and co-teach a lesson targeting an assigned student's needs. This early experience is then followed by a course in positive behavior supports that includes focused consideration of diverse student needs, an introductory course in assessment that considers modifications in testing for various student needs, a technology course focusing also on UDL, and content methods that examines accommodations and modifications from a content-specific lens. Finally during the field experience, Internship I, and Internship II (aka student teaching) candidates are evaluated on performance related to teaching students with exceptionalities effectively.

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*.

During Internship I and II candidates are considered junior faculty in the school and fully participate in all IEP related work required of teachers. The roles expected have been explored through coursework discussed in section a.

c. Effectively teach students who are limited English proficient.

All initial preparation candidates engage in a variety of field and course-based explorations that ensure effective work with students with cultural and linguistic diversity. During the early terms of a candidates program, they engage in coursework that examines instructional strategies, legal expectations, and student characteristics. During these early explorations candidates work in the field and co-teach a lesson targeting an assigned student's needs. This early experience is then followed by a course in positive behavior supports that includes focused consideration of diverse student needs, an introductory course in assessment that considers modifications in testing for various student needs, a technology course focusing also on UDL, and content methods that examines accommodations and modifications from a content-specific lens. Finally during the field experience, Internship I, and Internship II (aka student teaching) candidates are evaluated on performance related to teaching students with cultural and linguistic diversity.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

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

a. Teach students with disabilities effectively

Students in the special education program have courses in characteristics, instructional strategies, and varied supports. These course example multiple categories of classification through a process that focuses on similarities as well as differences in student needs. The program also includes content methods to ensure that candidates are prepared to serve with content teacher to meet all needs of the student. Candidates in special

education have a series of content experience (beyond those required of all candidates) that assure experience across categories, grade levels, and classroom types. General evaluation at the field experience, Internship I , and Internship II experiences evaluate classroom practice while special education specific items target further competency in working with students with exceptionalities.

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*.

During Internship I and II candidates are considered junior faculty in the school and fully participate in all IEP related work required of teachers.

c. Effectively teach students who are limited English proficient.

All initial preparation candidates engage in a variety of field and course-based explorations that ensure effective work with students with cultural and linguistic diversity. During the early terms of a candidates program, they engage in coursework that examines instructional strategies, legal expectations, and student characteristics. During these early explorations candidates work in the field and co-teach a lesson targeting an assigned student's needs. This early experience is then followed by a course in positive behavior supports that includes focused consideration of diverse student needs, an introductory course in assessment that considers modifications in testing for various student needs, a technology course focusing also on UDL, and content methods that examines accommodations and modifications from a content-specific lens. Finally during the field experience, Internship I, and Internship II (aka student teaching) candidates are evaluated on performance related to teaching students with cultural and linguistic diversity.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The EPP hosted a successful joint CAEP/state site visit in December 2019. In May 2020 the Accreditation Council upheld the recommendations of the visit team and therefore the CAEP review resulted in no AFIs and no stipulations. The EPP is fully accredited by CAEP. Annually the program reports to CAEP on the required measures and these are available at <https://www.winthrop.edu/coe/candidate-performance-data.aspx>. The spring 2020 semester was impacted by the COVID-19 Pandemic. However, the institution was able to transition to online instruction successfully and with the exception on two teacher candidates, students expecting to graduate in May 2020 were able to do so and receive certifications for the 2020-2021 academic year. The two students who did not successfully complete by May 2020 were able to meet all requirements the following fall.

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:

Alan Davis

TITLE:

Director of Research and Assessment

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:

Beth Costner

TITLE:

Associate Dean of the College of Education