Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Anderson University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2013-14

State: Indiana

Address: 1100 E 5th Street

Anderson, IN, 46012

Contact Name: Mrs. Shelly Weston

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Email: sdweston@anderson.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Transition to Teaching: Exceptional Needs: Mild Intervention (P-12)	No
Transition to Teaching: Career/Technical Education: English Learners (P-12)	No
Transition to Teaching: Fine Arts: Instrumental and General Music (P-12)	No
Transition to Teaching: Fine Arts: Vocal and General Music (P-12)	No
Transition to Teaching: Generalist: Early and Middle Childhood (K-6)	No
Transition to Teaching: Generalist: Early Childhood (P-3)	No
Transition to Teaching: Health Education (P-12)	No
Transition to Teaching: Language Arts (including speech communications) (5-12)	No
Transition to Teaching: Mathematics (5-12)	No
Transition to Teaching: Middle School Generalist: Mathematics (5-9)	No
Transition to Teaching: Physical Education (P-12)	No
Transition to Teaching: Sciences: Chemistry (5-12)	No
Transition to Teaching: Sciences: Life Sciences (5-12)	No
Transition to Teaching: Sciences: Physics (5-12)	No
Transition to Teaching: Social Studies: Economics (5-12)	No
Transition to Teaching: Social Studies: Government and Citizenship (5-12)	No
Transition to Teaching: Social Studies: Historical Perspectives (5-12)	No
Transition to Teaching: Social Studies: Psychology (5-12)	No
Transition to Teaching: Social Studies: Sociology (5-12)	No
Transition to Teaching: World Language: French (5-12)	No
Transition to Teaching: World Language: French (P-12)	No

Transition to Teaching: World Language: Spanish (5-12)	No
Transition to Teaching: World Language: Spanish (P-12)	No
Total number of teacher preparation programs: 23	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate   13

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.anderson.edu/

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205(a)(1)(C)(i)](#))

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported

Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.29

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.93

Please provide any additional comments about the information provided above:

Enrollment into the Transition to teaching program requires a 3.0 GPA unless the person seeking admission has had five years of related education experience. They can then be admitted with a 2.5 GPA

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	12
Unduplicated number of males enrolled in 2013-14:	5
Unduplicated number of females enrolled in 2013-14:	7

2013-14	**Number enrolled**
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	12

Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	288
Average number of clock hours required for student teaching	320
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	9

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	

Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared

Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	2

Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	

Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 9

2012-13: 11

2011-12: 15

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers does your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a)](#))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

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

Throughout the module delivery system of the alternative certification program, specific strategies for working with English learners, special education learners, and learners in low income, rural, and urban settings are strands that are embedded in the core curriculum.

All candidates receive instruction for inclusion of disabilities in the regular classroom, English as a New Language, low socioeconomic issues, and standards-based instruction for K-12 students and teacher practice. The instruction is embedded in all module coursework. Emphasis on RTI for both secondary and elementary is included in all module instruction. During the first module, specific attention is given to the Ruby Payne exercises on generational poverty. This is especially important in developing strategies for teaching in rural and/or urban areas since our goal is to prepare for diverse populations.

Candidates are required to align the INTASC principles and student academic standards in all lesson plans and reading summaries. Proficiency assessment is determined in all the above areas through the Teacher Work Sample (TWS). The TWS provides documentation of the student's ability to impact student learning in their classrooms by taking into account pre and post assessment for all students.

The alternative certification program immerses students in the classroom throughout the academic year culminating with a full 15 weeks of clinical teaching. During these field experiences, students are placed in settings that are rural, urban, suburban, and in classrooms that are inclusionary with special education and English as a New Language.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1 -ART CONTENT KNOWLEDGE.1	1			

Educational Testing Service (ETS) All program completers, 2012-13				
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	4			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	7			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	9			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	7			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	9			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS)	7			

All program completers, 2013-14				
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	9			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	7			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	9			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			

0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	1			
0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			

5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	9		
All program completers, 2012-13	12	12	100
All program completers, 2011-12	14	12	86

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Higher Learning Commission

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes

- use technology effectively to analyze data to improve teaching and learning
  Yes

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.

The alternative certification program is committed to the use of educational technology to enable all students to learn. Alternative candidates are required to demonstrate standards-based technological proficiency in course projects and use technology/media appropriately and meaningfully for enhanced teaching and learning.

The use of technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement is embedded in the Teacher Work Sample (TWS), a data informed instructional plan for measuring student achievement. Teacher candidates completing a TWS must set learning goals guided by contextual factors relative to the classroom environment. Based on these goals, a unit of study is designed and implemented using pre assessment data. Goals must also align with local, state, and national content standards. Finally, teacher candidates must examine the overall teaching and assessment results, reflect and revise their teaching. All of the accompanying data must be collected and stored with technology with a final analysis of the pre and post test results that demonstrates for the pre service candidate whether that instruction improved achievement. As demonstrated in the TWS, candidates are able to document the impact of their teaching on and adjust their teaching based on student data. An action research model is included in the performance of teacher candidates as they use data to improve their classroom management.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Throughout the module delivery system of the alternative certification program, specific strategies for working with English learners, special education learners and their accompanying IEPs are embedded in the curriculum of the courses. Teacher candidates are provided information concerning the IEP of special needs students and responsibilities for accommodations.

The alternative certification program prepares teacher candidates to effectively teach all students across the general education, special education, and ENL programs. The educational needs of students with disabilities are included in every module with candidates being provided information and application activities for inclusionary classrooms.

The alternative certification program candidates develop both theoretical and experiential understandings of language acquisition and its impact on content learning; develop the appropriate knowledge and skills related to teaching all students in the ever-increasing diverse classroom; and understand the educational needs of students with disabilities.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
  NA
- participate as a member of individualized education program teams
  NA
- teach students who are limited English proficient effectively
  NA

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Because the institution believes that the general education teacher must have significant knowledge and skills for the inclusionary classroom, we are intentional about including the teaching of strategies for working with special education and ENL students within the context of the classroom. This includes attendance of case conferences within the school while in field placements.

The alternate certification program integrates a knowledge of appropriate skills that the ENL student requires within the general education classroom. Attention to meeting the instructional needs of all students for the increasing diverse classroom continues to be an important foundation for the program and its candidates.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Basic Skills Assessment Numbers