title II | higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

IL | **Illinois State University**
Traditional Report AY 2022-23
Illinois

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education Campus Box 5440

CITY

Normal

STATE

Illinois ▼

ZIP

61790

SALUTATION

Mr. ▼

FIRST NAME

Troy

LAST NAME

Hinkel

PHONE

(309) 438-5056

EMAIL

thinkel@ilstu.edu

List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

Total number of teacher preparation programs:

26

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

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

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

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

- ● Yes
- ○ No

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

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

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

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

> 2.5

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

> 2.5

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

All academic programs have a minimum cumulative GPA requirement of at least 2.5. Several programs require higher than 2.5 to progress through different stages of their program.

Postgraduate Requirements

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

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

○ **Yes**
● **No**

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

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

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ 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. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

- ● Yes
- ○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	560

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

- ○ Yes
- ● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	116.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	152
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	1268
Number of students in supervised clinical experience during this academic year	3086

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

Illinois State University (ISU) has high expectations for student's clinical experiences. Through our Council for Teacher Education requirements, all teacher education students must have a minimum of 100 clinical hours before student teaching. Many of our education programs have over 300 clinical hours integrated within their major before a student enters their student teaching semester. For the 978 student teachers, we had 152 clinical supervisors and our students worked with 1268 cooperating teachers as many of our students had dual placements in multiple schools. Additionally, we had another 2108 students register pre-student teaching hours in local schools, community organizations, lab schools and virtual environments.

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	4152
Subset of Program Completers	978

Gender	Total Enrolled	Subset of Program Completers
Male	975	201
Female	3119	773
Non-Binary/Other	58	4
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	1
Asian	79	19
Black or African American	153	29
Hispanic/Latino of any race	518	106
Native Hawaiian or Other Pacific Islander	1	0
White	3248	784

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	136	37
No Race/Ethnicity Reported	13	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	136	37
No Race/Ethnicity Reported	13	2

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	164

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	296
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	47
13.1210	Teacher Education - Early Childhood Education	98
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	23
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	37
13.1306	Teacher Education - Foreign Language	16
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	20
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	46
13.1312	Teacher Education - Music	39
13.1314	Teacher Education - Physical Education and Coaching	64
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	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	7
13.1328	Teacher Education - History	72
13.1329	Teacher Education - Physics	8

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Geography	6

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	164
13.1202	Teacher Education - Elementary Education	296
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	47
13.1210	Teacher Education - Early Childhood Education	98
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	23
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	37
13.1306	Teacher Education - Foreign Language	16

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	20
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	46
13.1312	Teacher Education - Music	39
13.1314	Teacher Education - Physical Education and Coaching	64
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	7
13.1328	Teacher Education - History	72
13.1329	Teacher Education - Physics	8
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Geography	6
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

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

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

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

Topics listed above are infused in the teacher education curriculum, so that they are addressed both didactically in multiple courses and reinforced with associated clinical experiences. Teacher candidates must complete at least 50 hours of clinical experiences working in settings with diverse populations (racial/ethnic minorities, low income, ELL, students with special needs) and far exceed that minimum as the average student spends hundreds of hours in diverse settings. Illinois State University's location provides convenient access to both rural and urban schools allowing students to work with low income and students with disabilities in both settings. Furthermore, Illinois State University operates a number of Professional Development School (PDS) sites across the state of Illinois, including both urban and rural settings. The assurance requirements are also part of the Illinois State Board of Education standards for Illinois programs. We have identified coursework where students will meet these expectations and this

varies by each education program to fit the age group we are preparing students to teach. For instance our elementary and early childhood programs have special education coursework designed for younger students, while secondary majors have a course geared towards older students. The state of Illinois is also integrating additional diversity standards (CRTL) that our programs are aligning curriculum to meet. This alignment will add additional focus on ELL and racial diversity. ISU Teacher education programs use assessment results and input gathered from cooperating teachers, clinical evaluations, follow-up surveys of graduates, surveys of supervisors, and surveys of superintendents to monitor our efforts to improve and also meet these assurances. Through this work they have developed mentorship programs to assist their student teachers along with developing focus topics for student teaching seminars. The topics allows the students to explore how to assist all students by developing holistic lesson and unit planning. Each year ISU completes an internal program review system that evaluates programs and works towards continual improvement. Additionally, as part of our National accreditation we continue to build partnerships with school districts. As part of this we have developed a future teacher conference with over 1000 high school students and one of the largest education job fairs in the state. For both, school districts partner with ISU. Our goal in doing this is to improve our programs while using the knowledge of our K-12 partners and also helping to meet their needs for future teachers.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

To graduate over 90% of the students who entered their student teaching semester and to increase graduates to over 30.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Yes, our program graduated 98% of our student teachers. We have an in depth clinical experience the semester prior to student teaching. This prepares students for the student teaching experience. We also support students during student teaching through supervisors, seminars, and our Coordinator of Clinical Experiences.

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

We learned that student teaching can be unpredictable. We will continue with our support structures. We were satisfied we were able to reach this year's goal.

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

We have several department supports in place for students. One new initiative is the Calculus 1 peer mentoring program. We are hopeful that by supporting students earlier, we can retain more students in our major across sequences.

Review Current Year's Goal (2023-24)

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

- ◉ Yes
- ○ No

8. Describe your goal.

To graduate over 90% of the students who enter their student teaching semester and to increase graduates to over 30 student teachers in the field.

Set Next Year's Goal (2024-25)

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

- ◉ Yes
- ○ No

10. Describe your goal.

We will graduate over 90% of students who enter their student teaching semester. We hope to graduate 25-30 teachers.

Annual Goals: Science

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The four programs combined anticipate to have 25-30 students complete.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

As a whole, we were just short of the 25 as we had 24. We provided supports for content test preparation including referring students to campus resources and providing vouchers for content tests. We also offered multiple methods courses across the science disciplines, combined students from different programs when needed, to make sure students could progress effectively towards their degrees.

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

Career changers or students graduating with a non-teaching degree represent a pool of students that we do not have a good mechanism to recruit and provide quick path towards licensure.? We continue to explore options for this pool of students to meet our goals.? We need to provide and strongly recommend supports for the content test as early as possible for students.

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

Review Current Year's Goal (2023-24)

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

- ⦿ Yes
- ◯ No

8. Describe your goal.

The four programs combined anticipate they will have between 25-30 again. Currently we expect to be right around 30.

Set Next Year's Goal (2024-25)

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

- ⦿ Yes
- ◯ No

10. Describe your goal.

Enroll 30 new science teaching majors across the programs and have 25 complete.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We hoped to have 160 students completing special education programs.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We had 166 students complete SED programs. We expanded our communication to new and enrolled students to give support and increase enrollment. These included prospective students on campus for Redbird days and outreach to prospective students at community colleges and in high school.

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

Further recruitment efforts will be needed on an ongoing basis in order to maintain and increase enrollment.

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

Review Current Year's Goal (2023-24)

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

- ● Yes
- ○ No

8. Describe your goal.

We expect to have more then our anticipated 150 for this academic year. The implementation of PULSE, a program focused on education paraprofessionals, significantly boosted our new undergraduate enrollment numbers. This number will likely be closer to 180-190 students.

Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

10. Describe your goal.

We hope to have 200 new undergraduates enroll in our program next year, with both PULSE and traditional first time in college (FTIC) numbers increasing from the 23-24 academic year.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We expected to graduate an estimated 210 teacher candidates securing the ESL endorsement in the 2022-2023 academic year, but are currently below that at 201 students. This is a slight drop, but within goals based on total student enrollment, etc.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

We graduated 191 students with the coursework completed for ESL subsequent endorsement. All ISU Early Childhood, Elementary and Middle Level Teacher Education programs require the selection of an endorsement track and ESL is one option. Courses are built into programs in such a way that teacher candidates can secure the ESL endorsement with coursework that is easily accessible. In addition, students can choose to add ESL in addition to another track with little time to degree and students in other teacher education majors can add the endorsement similarly. We emphasize to students the importance of the endorsement in meeting the needs of students and districts.

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

We have added the ESL option to the online workforce Early Childhood program, to expand access to the subsequent endorsement.

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

Review Current Year's Goal (2023-24)

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

- ● Yes
- ○ No

8. Describe your goal.

We expected to have approximately 200 teacher candidates for the 2023-2024 academic year and anticipate the number of currently approach 200.

Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

10. Describe your goal.

We anticipate having around 190 candidates trained in ESL.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

THIS PAGE INCLUDES:
>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	8			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2021-22	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2020-21	2			
216 -BUSINESS MARKETING AND COMPUTER EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
216 -BUSINESS MARKETING AND COMPUTER EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
216 -BUSINESS MARKETING AND COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			
216 -BUSINESS MARKETING AND COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
216 -BUSINESS MARKETING AND COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
209 -DANCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
209 -DANCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
209 -DANCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
209 -DANCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
210 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
210 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	9			
210 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
210 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
210 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	9			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	225	8	26
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	43	247	31	72
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	98	247	80	82
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	83	252	79	95
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	90	254	86	96
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	1			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	10	250	10	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	20	252	20	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	10	250	10	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	20	262	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	10	258	10	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	20	257	20	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2022-23	1			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	10	262	10	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	20	267	20	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	67	248	55	82
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	161	254	135	84
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2022-23	293	253	278	95
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2021-22	276	254	267	97
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	226	255	222	98
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	244	10	77
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	17	250	17	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	36	253	35	97
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	46	252	45	98
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	48	255	48	100
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	12	252	11	92
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	20	246	18	90
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	24	260	24	100
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	2			
217 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	14	261	14	100
252 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2022-23	2			
252 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2021-22	4			
253 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
253 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2021-22	1			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	4			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	14	266	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	9			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	15	261	15	100
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	6			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	21	261	21	100
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	254	11	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	7			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	108	265	104	96
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	31	258	31	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	111	263	111	100
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2021-22	128	262	128	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2020-21	134	266	134	100
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	27	249	18	67
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	46	258	45	98
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	22	260	22	100
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	32	265	32	100
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	20	244	18	90
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	25	249	23	92
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	31	248	29	94
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	11	262	10	91
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	21	261	21	100
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	26	266	26	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	30	262	30	100
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	16	246	14	88
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	18	249	16	89
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	27	249	25	93
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	5			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	22	264	22	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	18	265	18	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	28	263	28	100
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	263	10	100
212 -MUSIC Evaluation Systems group of Pearson Other enrolled students	5			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	39	256	39	100
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	27	256	26	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	31	261	31	100
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	261	20	91
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	14	258	12	86
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	44	257	42	95
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	19	254	19	100
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	16	263	16	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	19	254	19	100
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	19	259	18	95
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	23	257	23	100
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	7			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	7			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	14	256	14	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	4			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	3			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2022-23	3			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	8			
240 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
241 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
241 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
241 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	4			
241 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
243 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	3			
243 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2022-23	7			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2021-22	6			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2022-23	6			
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2021-22	2			
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2020-21	7			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	248	18	82
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	41	249	29	71
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	72	253	62	86
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	65	255	63	97
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	41	253	39	95
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	251	27	90
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	8			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2022-23	130	253	128	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2021-22	143	256	143	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2020-21	155	255	154	99
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson Other enrolled students	3			
228 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson Other enrolled students	7			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2022-23	4			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2021-22	4			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2020-21	5			
229 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
229 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson Other enrolled students	14	247	11	79
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson Other enrolled students	2			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2022-23	14	254	14	100
229 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2022-23	4			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2020-21	18	255	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	7			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	9			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	9			
214 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	257	16	94
214 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	2			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	9			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	14	258	14	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	11	261	11	100
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	10	260	10	100
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	21	260	21	100
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2020-21	2			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	975	913	94
All program completers, 2021-22	898	879	98
All program completers, 2020-21	860	844	98

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

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

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

    Does your program prepare teachers to:

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

    ● Yes
    ○ No

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

    ● Yes
    ○ No

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

    ● Yes
    ○ No

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

    ● Yes
    ○ No

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

    Illinois State University programs have identified courses where students will meet the Illinois Standards related to the use of technology as they integrate technology throughout their methodology classes. With this, students use technology components within lesson planning and student assessments. Additionally, programs offer coursework that looks at digital media, effective use of multimedia tools, digital presentations and the use of technology across disciplines. Throughout our programs coursework they use Canvas for classroom discussions and assignment submission along with other campus software and devices. The College of Education also funds Studio Teach, a model flexible learning space focused on technological devices and applications. It is free for students to learn and try out multiple technologies. Many methods courses will meet in Studio Teach to allow students to develop lessons on the various devises while also learning how to use flexible learning spaces. The Technology committee is helping the Council for Teacher Education evaluate technology planning and integration across all teacher preparation programs with the goal of having additional data tools for programs to evaluate and improve upon their use of technology. Individually, our departments also are engaged in the following: * Students complete technology assignments in each of their student teaching placements in which they identify technology used and how it enhances student learning. * Students create projects designed for elementary students that integrate different software focused on the international society for technology in education standards. * Teach clinical students how to use software programs that collect student data for analyzing academic achievement. * Design google classroom field trips and lessons that include pre and post assessment activities. * Teach student teachers how to integrate technology into lessons for enhanced instruction, collection of data and to inform future instruction. * Show early clinical students different software that are commonly used in classrooms and give them opportunities to use each before designing specific lessons that integrate technology usage for data collection and

student evaluation. * Use video recording and software to allow for evaluation of muscle and body movements. * Method courses give clinical students opportunities to use different hardware and software's to create mediums of artwork and create relevant lessons for all students. * Development of program assessments that include rubrics specifically linked to effective us of technology. Data is then reviewed at data retreats and program meetings for redesign and program improvement. * Integrate technology that is auditory and visual for development of music arrangements. *Students use various apps to research how to implement formative assessment into their lesson planning materials.

Teacher Training

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

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

Teacher Training

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

    a. **Teach students with disabilities effectively**

    Our education programs are housed across campus in 5 different academic colleges. Each major sets their programs curriculum and integrates standards based on the Illinois State Board of Education (ISBE)standards for education. ISBE requires special education standards be integrated within all approved programs that focus on working with students who have disabilities. In addition to these standards, over the last five years our programs have emphasized increasing student knowledge for teaching students with disabilities. Many of our undergraduate programs integrate special education throughout their curriculum in additional to requiring their majors students to take a special education course focused on their contents age group. The majority of our ECE, ELEM and ML programs requires students to take Special Education 101: Introduction to Special Education and/or SED 205- Family, professional, and community collaboration. The majority of our Secondary and K-12 programs are requiring students to take SED 344: Teaching Secondary content to students with disabilities. These courses help students understand disabilities as they focus on practices of teaching their content to students needing adaptation or accommodation's. Additionally, many of our programs require professional learning workshops or integrate lessons on creating adaptations for students with disabilities within their methods courses. Examples: * For our early childhood, elementary and middle level programs they specifically work to develop lesson plans and assessments looking at student strengths. They then work on articulating instructional goals for students needing accommodations or modifications and integrate this learning into their clinicals with the assistance of professor and practicing teachers. *Our physical education department has students engage in 10 week experience designed for students with Autism. During the clinical they plan and deliver individualized physical activity sessions in an adapted PE environment. * Business education learns about assistive technology and how to integrate them into BE and also other classrooms. * Our theatre clinical students work with Seedling Theatre company, which hosts classes for individuals with exception needs. They assist in design and exercises for the classes. *All music education students take either courses specific to music and disabilities in which they discuss and model accommodations and modifications for music classrooms. * Art education students design each Unit and lesson plan with built in modifications and adaptations based on various disabilities. These accommodations are in all lesson plan templates. *Other programs require accommodations to be considered and designed within all lesson/unit planning and seek out clinical partnerships in which their students get involved in working with students who may have disabilities.

    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*.**

    ISU programs prepare students for these interactions during special education, clinical and method courses. SED 101 introduces the IEP meeting in general, while SED 205 and SED 344 have a detailed look at being part of the team. Students learn about IEP and 504 modifications and processes. Many instructors of these courses also conduct mock IEP meetings as part of course activities to prepare students. Content programs then use method and clinical courses the build upon the SED courses by incorporating IEP and 504 review and planning. Programs look at the IEP process while focusing on accommodations and modifications for students with disabilities and how it works within their content area. Students then develop lesson plans considering these items to integrate within their clinical courses. The largest learning experiences for our students then comes during the final large clinical block of student teaching. During these clinical experiences students design lessons and units and then integrate the accommodations into the classroom to ensure the IEP is met. They are assisted by cooperating teachers who encourage them to engage and become active members of the IEP process to understand the teachers role and the impact of assessment and integrating accommodations.

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

    Several ISU programs have dedicated coursework that looks at literacy and methodology of teaching culturally diverse students. Within these classes students develop lessons and do clinical work with ELL students with a focus on learning, assessment and planning. Other programs, unable to take a

specific course, integrate standards for teaching students of limited English proficiency into their curriculum by focusing on culturally and linguistically diverse teaching. Many of the methods courses then have field trips, readings, lessons and clinical work engaging students with classrooms of limited English proficiency. Programs also have students develop lesson/unit plans that include accommodations that may be needed for ELL students and then integrate these lessons into clinical work when ELL students are present.

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**

   ISU's special education department prepares students to effectively teach in one of the following sequences: Deaf and Hard of Hearing, Learning and Behavior or Low Vision and Blindness. All three of these majors require over 60 credit hours in special education coursework that teaches the students to effectively teach students based on their sequence. Throughout the major, each sequence also requires multiple semesters of practicum work in school districts working with students of various disabilities. In total, SED majors typically acquire over 500 clinical hours before their final student teaching semester. Below are some of the common coursework taken by each sequence to help students become effective special education teachers. Learning and Behavior: Learning, emotional and cognitive disabilities, orthopedic impairments, autism spectrum, multiple disabilities, traumatic brain injuries and other health impairments along with clinical practicum. Deaf and Hard of Hearing: Language and literacy acquisition, speech pathology, audiology and sign language along with clinical practicum. Low Vision and Blindness: Language and Literacy development, visual impairments, Braille reading and writing, orientation and mobility, assistive technology along with clinical practicum.

   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.***

   Students throughout all SED major sequences are taught about Individual education program (IEP's) with several courses having a detailed look at reviewing assessments and writing goals. In SED 101, 205, 251, and 252 IEP meetings are part of the course content. SED 101 introduces the IEP meeting in general, while SED 205 has a deeper dive where they watch and reflect on communication strategies in IEP meetings. In SED 251, the practicum clinical experience, teacher candidates observe and reflect on a real IEP meeting. In SED 252, teacher candidates develop an IEP from a provided case study and then conduct a mock IEP meeting as part of course activities. During the students practicum they become regularly members of IEP teams. This involves working with practicing teachers to understand and implement assessments, evaluate the results, set goals and implementation of the goals as part of the student IEPs. Throughout this process they participate with administrators, special education teachers, content area teachers, students and families.

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

   Instructing students with Limited English Proficiency is addressed throughout coursework. SED education majors take TCH 208, 209 and 210. These courses look at reading and language development along with literacy foundations for students. Students learn strategies for working with limited English proficient students. Additionally, strategies for culturally and linguistically diverse students are integrated within SED method and content curriculum. When developing and implementing lesson plans, students are then required to plan for and teach with consideration of cultural and linguistic factors Through integrated TCH courses teacher candidates have the option of adding courses to complete an ESL (English as a Second Language) approval or endorsement. If a teacher candidate chooses to add the ESL endorsement, the Department works to find a clinical placement that will allow the teacher candidate to complete their SED clinical experience at a site that also fulfills their ESL hours needed for the endorsement. We are in the process of doing a culturally responsive practice curriculum audit for all three undergraduate sequences to align with the newly approved standards. During this process, we will look for additional opportunities to explicitly address instruction of students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

Contextual Information

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

Founded in 1857 to prepare teachers, Illinois State University is the state's first public university. Illinois State is unique among public universities in that it provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, in developing and delivering programs tailored to meet them. Illinois State University's goal is to prepare teachers who have a strong sense of themselves and their content as they transition to being leaders in PK-22 schools. We currently house 27 undergraduate programs within 5 academic colleges. These majors come together and are governed by the ISU Council for Teacher Education (CTE), which sets teacher education requirements and program review expectations. The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA-CIHE) since 1913 and the National Council for the Accreditation of Teacher Education (NCATE) since 1954 have accredited ISU. NCATE transitioned into the Council for the Accreditation of Education Preparation (CAEP) in 2015 and we have maintained accreditation with that body as we completed our initial licensure site visit in 2019 and received accreditation shortly after. All programs are fully approved by the Illinois State Board of Education (ISBE) and most are nationally recognized by specialized professional associations. 2020 to 2024 has also been a busy time for content licensure exams in Illinois. During the 2022-23 academic year the Illinois Governors Proclamation allowed students to begin student teaching without having a passing content test(this ended with spring 2024 student teachers). This led to a increase in program completers, but a slight decrease in overall completer passage rate as we have a number of students who graduated/completed our program, but chose to not take the content test for licensure or struggled to pass the required Pearson exams. Previously students would have been required by state code to pass the content test before starting student teaching. Additionally, ILTS Pearson content tests have been redesigned and many of the new exams have a significantly lower overall passing rate then previous renditions. Despite content test concerns and COVID impact, ISU has continued to build its future teacher population. We are currently one of the largest producers in the mid-west and top 10 nationally for traditional teacher education programs.

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:

Troy Hinkel

TITLE:

Licensure Officer

Certification of review of submission

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

NAME OF REVIEWER:

Troy Hinkel

TITLE:

Licensure Officer