



Illinois State University  
Traditional Report AY 2019-20  
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

### CITY

### STATE



### ZIP

### SALUTATION



### FIRST NAME

### LAST NAME

Hinkel

**PHONE**

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

**(§205(a)(C))**

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

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1301	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:**

28

# Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

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	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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 and major GPA requirement of at least 2.5. Several programs require higher than 2.5 to progress through different stages of their program. This can be cumulative or major specific GPA.

## Postgraduate Requirements

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

- Yes  
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="100"/>
Number of clock hours required for student teaching	<input type="text" value="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	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

118.16

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

139

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

1009

**Number of students in supervised clinical experience during this academic year**

2907

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

Illinois State University (ISU) continues to have high expectations for students 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 well over 300 clinical hours integrated within their curriculum before a student enters their student teaching semester. Spring 2020 was impacted greatly by COVID, but many of our student's were already engaged in clinical activities. COVID just reduced or cut short their in-person spring clinical experiences. ISU's 2019-20 completers averaged nearly 500 pre-student teaching hours. During 2019-20 we had 822 students engage in student teaching placements and they were supervised by 139 University supervisors and 1009 K-12 teachers as many students had dual placement opportunities. Additionally, we had another 2085 students register pre-student teaching hours in local schools, community organizations, lab schools and due to the impact of COVID, virtual environments.



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2019-20 Total	
Total Number of Individuals Enrolled	4115
Subset of Program Completers	814

Gender	Total Enrolled	Subset of Program Completers
Male	989	164
Female	3126	650
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	7	3
Asian	73	17
Black or African American	145	11
Hispanic/Latino of any race	442	76
Native Hawaiian or Other Pacific Islander	3	0
White	3325	689

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	107	17
<b>No Race/Ethnicity Reported</b>	13	1

## 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](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

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

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

### What are CIP Codes?

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="155"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="254"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	54
13.1210	Teacher Education - Early Childhood Education	57
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	21
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	34
13.1306	Teacher Education - Foreign Language	8
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	14
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	5
13.1311	Teacher Education - Mathematics	22
13.1312	Teacher Education - Music	29
13.1314	Teacher Education - Physical Education and Coaching	44
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	17
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	11
13.1328	Teacher Education - History	55
13.1329	Teacher Education - Physics	7
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Teacher Education- Geography	3

## Teachers Prepared by Academic Major

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

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

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	155
13.1202	Teacher Education - Elementary Education	254
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	54
13.1210	Teacher Education - Early Childhood Education	57
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	21
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	34
13.1306	Teacher Education - Foreign Language	8
13.1307	Teacher Education - Health	6

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	14
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	5
13.1311	Teacher Education - Mathematics	22
13.1312	Teacher Education - Music	29
13.1314	Teacher Education - Physical Education and Coaching	44
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	17
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	11
13.1328	Teacher Education - History	55
13.1329	Teacher Education - Physics	7
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: Teacher Education- Geography	3
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

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. Furthermore, Illinois State University operates a number of Professional Development School (PDS) sites across the state of Illinois, including both urban and rural settings. All these requirements are also included in the Illinois Professional Teaching Standards and all programs have identified coursework where students will meet these expectations. The state of Illinois is currently developing additional diversity standards that our program will work to align curriculum in the coming years. 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 in meeting these assurances. Each year we have an

internal program review system that evaluates programs and works towards continual improvement.

## Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

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

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

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

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

- Yes  
 No

2. Describe your goal.

Our current goal was to graduate 40 MTE majors each academic year.

3. Did your program meet the goal?

- Yes  
 No

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

We did not meet our goal, but the department is continually adjusting the program to meet the needs of local schools. During spring 2020 we held weekly seminars with student teachers to help them learn about some of the tools needed for remote instruction, as well as continuing their improvement as teachers, regardless of their mode of instruction.

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

Our undergraduate director, advisors, clinical coordinators, and faculty members continue outreach efforts to prospective students and their teachers. This includes distributing information about the MTE program at open houses, participating in events sponsored by the College of Education to promote careers in education to high school students and promoting our program through professional presentations at conferences for teachers.

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

Presentations were limited this year due to the pandemic. In past years we regularly made presentations to high school students and revised marketing materials to interest students. We updated websites and hosted a summer REU that involves high school students. We have sent faculty to prospective student events and we have sent follow-up notes to prospective students who visited campus. As we move past the pandemic we hope to fully engage in all these items again.

## Review Current Year's Goal (2020-21)

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

- Yes  
 No

8. Describe your goal.

Our enrollment fluctuates from year to year, and these fluctuations mean that setting targets for specific number of graduates are no longer appropriate. For 2020-21, our goal has been to continually adjust our program to best meet the needs of IL schools, and graduate over 90% of the students who entered the student teaching semester.

## Set Next Year's Goal (2021-22)

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

- Yes  
 No

10. Describe your goal.

Our goal for 2021–22 will again be to continually adjust our program to best meet the needs of IL schools, and graduate over 90% of the students who entered the student teaching semester.

# Annual Goals: Science

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

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

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

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

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

- Yes  
 No

2. Describe your goal.

We have four science programs and combined they set a goal of 30 total students, with each program setting individual goals. Combined, the four were right around the total goal of 30.

3. Did your program meet the goal?

- Yes  
 No

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

Some departments use admissions information to connect to new applicants that have not committed to ISU or to a specific major. This allows them to be available for questions and to give candidates further information about their programs. Some programs have also expanded internal transfer opportunities for students and finding routes for graduate students and non traditional students to earn their professional educator license.

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

Several programs will work to redesign lab sections to create labs specific for teaching majors. It will be an attractive option to help maintain students in the program and get them together sooner. Programs will also work to continue the relationships with admissions and find ways to support returning students (already have a bachelor's degree or graduate students) to get their certification quickly. We have had several interested in doing it, but only 1 who was able to enroll.

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

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. We continue to explore options for this pool of students . Programs will also adjust the program of study to include courses in different areas of science and an additional teacher education course. By doing so, this reduced the number of required specific content elective. This also allows students to gain the knowledge of science and teaching needed, but provides more realistic course levels and loads.

## Review Current Year's Goal (2020-21)

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

- Yes  
 No

**8. Describe your goal.**

Our combined departments goal was to add 30 new students knowing that COVID-19 would impact enrollment. Our numbers are currently inline. The last year has shaped our future design. We hope to begin to include more instruction on hybrid teaching, specifically options for lab simulations or other ways of students engaging with data when can't collect it directly.

## Set Next Year's Goal (2021-22)

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

- Yes  
 No

**10. Describe your goal.**

Unsure of the impact of COVID, we hope to continue to stay steady and add 25-30 students.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

#### 2. Describe your goal.

We appear to be on track with the goal of adding 180 students in the 2019-2020 academic year. According to the "Academic Profiles – Undergraduate Measures" report, SED added 168 First Time in College (FTIC) students and 46 external transfer students for a total of 214 new undergrads to the Bachelor of Science in Education – Special Education program in Fall 2018 for the 2019-20 school year.

#### 3. Did your program meet the goal?

- Yes  
 No

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

In reviewing the 2019-2020 Academic Profiles – Undergraduate Measures data, SED added 200 new first time in college and transfer students into the Department. Some of the strategies we used to achieve the goals were the following: • Student Ambassadors made phone calls to admitted students sharing information on why they chose ISU. • New admits were sent a letter from the chair welcoming them to the program and offering highlights of ISU's special education programs. This mailing included a message from a current student in the same major as the recipient's intended major, highlighting their involvement at ISU and what they appreciate about the special education program. • Gave swag to admitted students, SED swag (such as SED apparel) given to prospective students who came to visit campus/Department. • SED Admin, Faculty, Student Ambassadors, and Advisors participated in all recruitment events offered by the University. • SED worked with COE to coordinate individual campus visits with the Admissions Office. • Scholarship money was awarded by COE to highly qualified prospective SED teacher candidates and/or prospective teacher candidates with financial need.

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

SED will continue these efforts as they appear to have been successful in meeting the department's goal. We may need to shift recruitment efforts to our new pipelines (Peoria & Chicago) to add new students. SED may explore the possibility of developing an undergraduate program which provides dual endorsement in EI Ed and Special Ed. This will require much coordination with TCH (our elementary department). Previous attempts have not been successful, but we may revisit this possibility.

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

We believe the following factors expected to impact future enrollment: \* Declining high school population \*Illinois now accepts out-of-state licensure, making out-of-state schools more appealing to Illinois high school students \* ISU does not currently offer a short route to Elementary Education combined with Special Education We believe the impact of COVID and the decrease in high school graduates overall may make adding 180 students an unrealistic goal for the 2021-2022 school year given that our deposits are currently down by nearly 50%.

## Review Current Year's Goal (2020-21)

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

- Yes  
 No

**8. Describe your goal.**

SED will continue to aim for 180 new students enrolled in the Bachelor of Science in Education – Special Education program. While a reduction in past year's amount is not ideal, the Department is trying to be realistic given the current data. We recognize special circumstances around the COVID-19 crisis that may mean some students postpone enrolling at ISU as Freshmen in the fall.

## Set Next Year's Goal (2021-22)

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

- Yes  
 No

**10. Describe your goal.**

To add 180 students. We've adapted recruitment efforts to be delivered virtually where possible and still hope to recruit a robust class of new students. For the 2021-2022 academic year, we plan to increase our goal back to 180 students given the hopeful improvement of the COVID pandemic and new pipeline initiatives.



# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

2. Describe your goal.

No, we graduated 184 candidates rather than the expected 192.

3. Did your program meet the goal?

- Yes  
 No

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

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

The decreased number of graduates (from the expected projection) is due to teacher candidates electing to complete a different track for endorsement (separate from the ESL endorsement) and/or choosing to delay graduation, etc. We do not believe that the issue is a programmatic issue, and we are satisfied with the large number of graduates from our programs who have elected to complete the ESL endorsement.

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

## Review Current Year's Goal (2020-21)

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

- Yes  
 No

8. Describe your goal.

We expect to graduate a total of 213 candidates with the ESL endorsement this academic year (2020-2021). This is slightly below our estimated 217 we believe would complete the endorsement last year.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Based on current enrollment data, we expect to graduate 247 teacher candidates with the ESL endorsement in the upcoming academic year.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
215 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
170 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
TP100.1 -AGRICULTURAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP100.2 -AGRICULTURAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP100.2 -AGRICULTURAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	6			
TP102.1 -BUSINESS EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP102.2 -BUSINESS EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP102.2 -BUSINESS EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson Other enrolled students	3			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2019-20	6			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2018-19	3			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2017-18	6			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2019-20	4			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			

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, 2019-20	7			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	1			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	28	256	26	93
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	39	252	31	79
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	57	252	57	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	84	253	84	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	76	257	76	100
TP014.1 -EARLY CHILDHOOD.1 Evaluation Systems group of Pearson All program completers, 2017-18	75	43	75	100
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	54	42	49	91
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2018-19	87	43	87	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	250	14	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	10	254	9	90
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	253	253	253	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	181	253	181	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	132	253	132	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	262	13	93
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	10	257	8	80
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	253	258	253	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	181	260	181	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	132	257	132	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	262	14	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	10	253	10	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	253	259	253	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	181	259	181	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	132	260	132	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	268	14	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	10	263	10	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	253	267	253	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	181	266	181	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	132	268	132	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	26	246	19	73
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	126	255	110	87
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2017-18	164	48	164	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	243	47	236	97
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2018-19	203	47	203	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2019-20	1			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2018-19	23	258	23	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2017-18	37	260	37	100
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	251	18	95
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	32	252	28	88
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	34	254	34	100

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, 2018-19	4			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	33	264	33	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	31	265	31	100
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	4			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	14	262	14	100
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	20	260	20	100
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	17	262	17	100
TP117.1 -FAMILY AND CONSUMER SCIENCES.1 Evaluation Systems group of Pearson All program completers, 2017-18	17	45	17	100
TP117.2 -FAMILY AND CONSUMER SCIENCES.2 Evaluation Systems group of Pearson All program completers, 2019-20	14	46	13	93
TP117.2 -FAMILY AND CONSUMER SCIENCES.2 Evaluation Systems group of Pearson All program completers, 2018-19	20	45	20	100
252 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2019-20	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	6			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	3			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	3			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	5			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
211 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP119.1 -HEALTH EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
TP119.2 -HEALTH EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	6			
TP119.2 -HEALTH EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP021.1 -K-12 PERFORMING ARTS.1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP021.1 -K-12 PERFORMING ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	33	52	33	100
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	36	49	36	100
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	29	51	29	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP011.1 -K-12 PHYSICAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	28	43	28	100
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	43	44	42	98
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	25	44	25	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	264	38	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	89	266	88	99
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	137	267	137	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2018-19	136	269	136	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2017-18	120	271	120	100
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	24	260	20	83
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	22	261	22	100
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	11	267	11	100
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	15	260	15	100
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	24	269	24	100
TP018.1 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	12	51	12	100
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	12	49	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	13	51	13	100
TP019.1 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP016.1 -MIDDLE CHILDHOOD MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	14	46	14	100
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	20	46	20	100
TP017.1 -MIDDLE CHILDHOOD SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	12	49	12	100
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	13	249	11	85
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	20	251	20	100
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	25	248	25	100
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	15	251	15	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 enrolled students who have completed all noncl	11	258	11	100
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	16	265	16	100
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	21	263	21	100
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	27	267	27	100
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	18	275	18	100
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	249	11	100
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	10	245	7	70
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	20	249	20	100
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	13	253	13	100
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	11	251	11	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	14	265	14	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	25	259	25	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	20	259	20	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	19	264	19	100

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 enrolled students who have completed all noncl	6			
143 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
212 -MUSIC Evaluation Systems group of Pearson Other enrolled students	4			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	28	260	28	100
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	13	269	13	100
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	15	254	15	100
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	25	272	25	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	249	10	83
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	44	255	44	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	25	258	25	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	28	259	28	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

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 Other enrolled students	2			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	17	257	17	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	15	257	15	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	10	254	10	100
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	4			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	5			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	4			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	4			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	7			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP003.1 -SECONDARY ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	31	46	31	100
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	31	47	31	100
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	37	47	37	100
TP004.1 -SECONDARY HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2017-18	40	47	40	100
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	58	47	58	100
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2018-19	42	46	42	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP005.1 -SECONDARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	23	45	23	100
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	22	44	19	86
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	26	45	26	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP006.1 -SECONDARY SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2017-18	19	46	19	100
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	27	43	23	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	29	44	29	100
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
245 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2019-20	3			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	246	12	92
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	41	247	26	63
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	11	260	11	100
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	44	253	44	100
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	41	257	41	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	39	261	39	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	46	255	46	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	142	255	134	94
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	155	257	155	100



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, 2018-19	148	256	148	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2017-18	137	257	137	100
TP012.1 -SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP012.1 -SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	137	48	137	100
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	155	48	155	100
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	146	48	146	100
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson Other enrolled students	1			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2019-20	4			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2018-19	6			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2017-18	6			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson Other enrolled students	6			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2019-20	15	258	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2018-19	10	270	10	100
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2017-18	12	258	12	100
TP143.1 -TECHNOLOGY AND ENGINEERING EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	12	49	12	100
TP143.2 -TECHNOLOGY AND ENGINEERING EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
TP143.2 -TECHNOLOGY AND ENGINEERING EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
219 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	12	250	12	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	262	11	100
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	3			
214 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	21	262	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	10	264	10	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	13	264	13	100
TP015.1 -VISUAL ARTS.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP015.1 -VISUAL ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	13	54	13	100
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	20	57	20	100
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP020.1 -WORLD LANGUAGE.1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2018-19	9			

## Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	814	792	97
All program completers, 2018-19	733	733	100
All program completers, 2017-18	655	655	100

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

# Use of Technology

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

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

THIS PAGE INCLUDES:

[>> Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Illinois State University prepares teacher candidates to use technology effectively for areas listed above and programs have identified courses where students will meet the Illinois Professional Teaching Standards related to the use of technology. Many programs integrate technology through their methodology classes as students must use technology components within lesson plans 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 they use livetext for integration of online assignments and evaluations that assist in preparing students for the e-portfolio assignments required as part of the edTPA assessment. The College of Education technology committee is helping the Council for Teacher Education develop an assessment that can be used to 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.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

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

#### a. Teach students with disabilities effectively

Our education programs are housed across campus in 5 different academic colleges. Each major sets their programs curriculum and integrates standards throughout. Over the past three years an emphasis has been made by departments to focus on increasing student knowledge for teaching students with disabilities. Many of our undergraduate programs now require students to take a special education course within their major. 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. \*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. \* Art education students design each Unit and lesson plan with build in modifications and adaptations based on various disabilities. \* Music students take a course focused on disabilities and assistive technology in a music classroom.

#### 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*.

Our programs prepare students for these interactions during the methodology classes and special education courses. Specifically, SED 101 introduces the IEP meeting in general, while SED 205 and SED 344 have a detailed look at being part of the team. Some instructors for these courses have conducted mock IEP meetings as part of course activities. The largest learning experiences for our students comes during large clinical blocks and student teaching. During these clinical experiences students are taught how to design lessons and units with accommodations. They then learn how to integrate them into the classroom to ensure the IEP is met. They are encouraged 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 literary and methodology of teaching culturally diverse students. Within these classes students develop lessons and do clinical work with ELL students. 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 student items. 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.

### 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, students and families.

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

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 is integrated within SED method and content curriculum. 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. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

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-21 schools. We currently house 28 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. 2019-2020 was a difficult academic year for education at Illinois State University. Due to the impact of COVID, the majority of our pre-clinical students had to shift directions from in-person to virtual classrooms. Our faculty worked to provide resources and accommodations during this challenge to ensure student success. COVID impact also led to emergency rules being implemented by ISBE to adjust licensure requirements. An example was the edTPA was waived for all spring student teachers despite some taking the exam previously. A few that failed had results returned via Pearson's test results linked to Title II, but this failure did not impact final ISBE licensure. 2020 also saw several content licensure exams redesigned, which saw a rise in initial test take failures from our students. For the initial year of the test redesign, candidates can take either the old or newly redesigned test as both meet ISBE licensure rule for content test passage. ISBE testing changes were not all reflected on the Title II passage rate. A review of the data shows it did not acknowledge all testing waivers(edtpa waived for spring 2020) and all content test options allowed by ISBE (Old or new content test meet licensure requirements) through the Title II passage rates. We confirmed that all 814 ISU completers met licensure test (edTPA or Content) requirements resulting in a 100% passage rate for ISU.

## 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

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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:**

**TITLE:**

## 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:**

**TITLE:**