



Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Southern Illinois - Edwardsville  
Institution/Program Type: Traditional  
Academic Year: 2012-13  
State: Illinois

Address: Box 1062

Edwardsville, IL, 62026

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Early Childhood Education	No
Elementary Education	No
Master of Arts in Teaching - English Language Arts	No
Master of Arts in Teaching - Foreign Languages: French	No
Master of Arts in Teaching - Foreign Languages: German	No
Master of Arts in Teaching - Foreign Languages: Spanish	No

Master of Arts in Teaching - Mathematics	No
Master of Arts in Teaching - Science: Biology	No
Master of Arts in Teaching - Science: Chemistry	No
Master of Arts in Teaching - Science: Earth/Space	No
Master of Arts in Teaching - Science: Physics	No
Master of Arts in Teaching - Social Sciences: History	No
Music Education	No
Physical Education	No
Secondary - English Language Arts	No
Secondary - Foreign Languages: French	No
Secondary - Foreign Languages: German	No
Secondary - Foreign Languages: Spanish	No
Secondary - Health Education	No
Secondary - Mathematics	No
Secondary - Science: Biology	No
Secondary - Science: Chemistry	No
Secondary - Science: Earth and Space Science	No
Secondary - Science: Physics	No
Secondary - Social Science: Geography	No
Secondary - Social Science: History	No
Secondary - Social Science: Political Science	No
Secondary - Theater	No
Special Education	No
Total number of teacher preparation programs: 30	

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
Junior year

Does your initial teacher certification program conditionally admit students?  
No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.siue.edu/education/advisement/index.shtml>

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

### Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.3

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.87

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.7

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.99

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

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

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	188
Unduplicated number of males enrolled in 2012-13:	46
Unduplicated number of females enrolled in 2012-13:	142

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	6
Race	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	167
Two or more races:	5

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	220
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	764
Number of students in supervised clinical experience during this academic year	565

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

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	62
Teacher Education - Foreign Language	0
Teacher Education - Health	3

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	26
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	43
Teacher Education - Social Science	91
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	15
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	3
Teacher Education - Physics	2
Teacher Education - Spanish	4
Teacher Education - Speech	10
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Physical Science	11

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	31
Teacher Education - Early Childhood Education	26
Teacher Education - Elementary Education	76
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	29
Teacher Education - Reading	

Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	15
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	3
Teacher Education - History	23
Teacher Education - Physics	4
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	3
Sociology	
Visual and Performing Arts	11
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Drama/Theater Arts	1

## Section I.f Program Completers

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

2012-13: 302

2011-12: 330

2010-11: 369

## Section II Annual Goals - Mathematics

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

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

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

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

12

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

The faculty restructured the sequence of mathematics courses required to be licensed in Illinois. Many candidates drop out when they reach this sequence of courses. Faculty and advisors encourage candidates to pursue a math teaching career. If they are not mathematics majors, they encourage them to seek an endorsement to teach mathematics.

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

The faculty also monitors the state licensure tests which are posted on a secure school of education website. They track the subscores of the candidates so weak areas are identified. Faculty use this data to improve coursework.

The State of Illinois has changed the entrance test to ensure that teacher candidates are competent to teach. This raise in scores has impacted the number of teacher candidates accepted into all programs, particularly minority candidates. In a new ruling, the State Board is also accepting an ACT composite score of 22 with a writing component. Admission rates will increase as candidates are advised to use this option.

Provide any additional comments, exceptions and explanations below:

The faculty's goal was to raise the number of candidates to the level prior to the revised state requirements, but the number fell short by 1 candidate in the secondary mathematics education program. After studying the data, faculty is convinced that if candidates can pass the admission requirements, they will be successful in subsequent tests for content and teaching. Faculty is continuing to monitor test scores and to review and modify curriculum accordingly.

Elementary education faculty and advisors will continue their efforts to encourage candidates to seek an endorsement in math.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

14

Provide any additional comments, exceptions and explanations below:

The faculty's goal is to grow the program numbers to the levels prior to the new state requirements. They continue to monitor teacher candidates' content knowledge, their testing data, and curricular changes. Efforts will continue to promote endorsements in mathematics as well.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Changes made to the course sequence are being examined to determine if more candidates will be retained in mathematics and in teaching. Faculty members also monitor teacher education candidates' IL Content Test Scores, tracking subscore trends over semesters to determine if their candidates are weak in any areas. Candidates consistently score above the cut score in all areas. Candidate pass rate is 100% demonstrating the program's effectiveness.

State requirements for admission to teacher education programs in Illinois have been revised to include the option of using an ACT score of 22 with the writing component. This change in the rules is expected to create an increase in the number of teacher candidates who are admitted to programs. Increased admission may result in more teacher candidates pursuing a teaching license in mathematics. However, the State of Illinois has also mandated grade range changes for elementary, middle, and secondary licenses. With this change, new math standards for future teachers have also changed, increasing the math requirements for each grade level and math endorsements. Faculty are investigating grant opportunities that include recruitment efforts in mathematics.

## Section II Annual Goals - Science

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

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

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

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

15

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Science Education Faculty also teach undergraduate content courses. They recommend a teacher education option to potential candidates. When candidates are enrolled in their content methods course, faculty begin tracking their progress and suggesting specific courses that will provide their candidates with a broad field knowledge required to pass the IL content test and ultimately, be prepared to teach secondary science classes.

Academic advisors also encourage all teacher education candidates to earn endorsements in science. Many candidates pursue multiple endorsements so they can accommodate the needs of hiring school districts. Faculty have initiated an aggressive mentoring program for all preservice teachers. They meet with each one each semester to ensure their plan of courses is reasonable and on target for timely graduation. They encourage them to participate in extracurricular professional development opportunities such as undergraduate, research, environmental education and community outreach experiences.

The science faculty also strongly encourage candidates to participate in student organizations and clubs dealing with science (student NSTA, Chemistry Club, Biology Club, etc.). The student NSTA recruits members specifically from the early childhood and elementary education programs.

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

SIUE Noyce Scholarship Program: Preparing Future Science Teachers for Southwestern Illinois. This grant provides funding to recruit STEM majors to education, provide enhanced experiences in STEM education and research, increase outreach in area high-needs schools, supply high-needs middle and high schools with quality teachers. Student recruitment occurs through internships (freshmen and sophomores in STEM programs) and scholarships (juniors and seniors). During the first year, five Noyce Scholars were selected in Fall 2013. Scholars are developing relationships with area teachers in high-needs districts through an additional intensive teaching experience and monthly meetings focused on teacher development. Applications for the 2014-2015 internships and scholarships were submitted in Spring 2014. Ten interns will participate in education outreach during Summer 2014 and six additional scholars will enter the scholar program in Fall 2015."

Science Education faculty use the content test data to refine and modify coursework. Additionally, they offer remedial options and counseling for candidates whose subscores are low in specific areas.

Given the rigorous state requirements for admission to teacher education programs, science teacher candidate numbers have diminished. Advisors are informing potential teacher candidates to use the ACT option. Teacher candidates are required to have a composite score of 22 or better with a writing component, if they use this option.

Provide any additional comments, exceptions and explanations below:

The enrollment goal for the 2012-2013 academic year was adjusted due to the new testing requirements. Course sequence changes are being monitored by secondary education faculty to determine if the retention strategy is suitable. Elementary education faculty and advisors will continue their efforts to encourage candidates to seek a science endorsement.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?



Yes

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

14

Provide any additional comments, exceptions and explanations below:

The Physics Teacher Education option is gradually being phased out of the secondary education program. This accounts for a few teacher candidates each year. We have realigned our target enrollment number to reflect this change. However, we are hopeful about a new ruling by the state which allows the admission of candidates with an average ACT score of 22 with the writing component.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

The Physics Education Program closed three years ago. One candidate is still completing this program.

The Noyce Scholarship Program may cause an increase in science teacher candidates pursuing a STEM education degree. This new grant hopes to support 36 STEM graduates over the next 5 years.

State requirements for admission to teacher education programs in Illinois have been revised to include the option of using an ACT score of 22 with the writing component. This change in the rules is expected to create an increase in the number of teacher candidates who are admitted to programs. Increased admission may result in more teacher candidates pursuing a teaching license in the sciences.

## Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

50

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Faculty are continuing to focus on: 1) Curricular changes allowing potential Special Education teacher candidates to begin their program a year earlier than in previous years; 2) designing a new freshman-level course designed to introduce potential candidates to the area of Special Education Teaching; 3) academic advisors also provide information about a special education approval option for Early Childhood teacher candidates; 4) the Special Education program also entered into a 2 + 2 agreement with two local community colleges.

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

The faculty continues to work on implementing the strategies listed above by working with liaisons representing the community colleges and utilizing campus resources for changing admissions and building a new freshman seminar class. Academic advisors continue to promote the special education approval to Early Childhood teacher candidates.

Provide any additional comments, exceptions and explanations below:

The program faculty continues to work on curricular changes (SPE 100 and the new freshman seminar) in order to achieve their early access to potential teacher candidates. Faculty are hoping to interest freshman in special education and to involve them in the Council for Exceptional Children, the program's student organization. Faculty are currently working with OCECA to get an early admission process together.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

50

Provide any additional comments, exceptions and explanations below:

The faculty will be monitoring their curricular and early admission attempts to increase enrollment and making adjustments as needed.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

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

50

Provide any additional comments, exceptions and explanations below:

The program faculty continues to work on curricular changes (SPE 100 and the new freshman seminar) in order to achieve their early access to potential teacher candidates. Faculty are hoping to interest freshman in special education and to involve them in the Council for Exceptional Children, the program's student organization. Faculty are currently working with OCECA to get an early admission process together.

A 2+2 program with local community colleges is in place, and the faculty are exploring working with a junior college in St. Charles, MO. At the graduate level faculty talk to everyone who registers in our graduate courses and works to convince candidates taking the endorsement-only route that they would be better off completing the full LBS I program. In addition, our University Placement Director has used targeted emails to increase interest in the program. Also, the flyer that goes out to the schools advertising graduate courses each semester have been redesigned to highlight courses leading to special education licensure.

State requirements for admission to teacher education programs in Illinois have been revised to include the option of using an ACT score of 22 with the writing component. This change in the rules is expected to create an increase in the number of teacher candidates who are admitted to programs. Increased admission may result in more teacher candidates pursuing a teaching license in special education.

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Teacher candidates experience a variety of placements (rural, urban, and metropolitan) in our partnerships schools while they are enrolled in SIUE's teacher education programs. They are placed at various levels which represent the span of grade levels in which they will be licensed. Their preparation includes foundational coursework, program specific coursework and projects as well as field work which support teaching academic content, providing instruction to students with disabilities, and limited English proficiency, as well as students from low income families. Each program works closely with local schools to ensure that on campus instruction not only supports teacher candidates' ability to make instructional decisions, but also supports P-12 student learning. Special Education teacher candidates are required to complete a range of general education courses in the arts, humanities, and sciences as well as content methods courses in reading, language arts, and mathematics, which focus on the needs of special education students.

In Spring 2012, the Elementary Education Program piloted the TPA (now titled edTPA), a performance-based assessment which will be a future requirement for state licensure. Faculty in that program believe that this assessment has increased our ties to area schools, caused candidates to focus on instructional decision making, meet the needs of all students in their classrooms, analyze their teaching effectiveness, and plan for future instruction – all activities that new teachers face in the classroom. Efforts are underway to introduce this assessment to other teacher preparation programs on campus.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson Other enrolled students	2			
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13	26	266	26	100
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2011-12	38	265	38	100
101 -Apt: Birth To Grade 3 Evaluation Systems group of Pearson All program completers, 2010-11	51	265	51	100
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	17	257	16	94
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson	81	265	81	100

All program completers, 2012-13				
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2011-12	102	265	102	100
103 -Apt: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2010-11	100	262	100	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
104 -APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students	9			
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	75	261	75	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2011-12	88	261	88	100
104 -Apt: Grades K-12 Evaluation Systems group of Pearson All program completers, 2010-11	100	260	100	100
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	4			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2012-13	79	261	79	100
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2011-12	99	264	99	100
102 -Apt: Grades K-9 Evaluation Systems group of Pearson All program completers, 2010-11	110	264	110	100
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12	301	265	301	100
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson All program completers, 2010-11	362	265	362	100
302 -BASIC SKILLS LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	22	268	22	100
303 -BASIC SKILLS MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	21	276	21	100
301 -BASIC SKILLS READING COMPREHENSION Evaluation Systems group of Pearson All program completers, 2011-12	22	268	22	100
304 -BASIC SKILLS WRITING Evaluation Systems group of Pearson All program completers, 2011-12	22	258	22	100
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	1			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	2			
141 -Drama/Theatre Arts Evaluation Systems group of Pearson All program completers, 2010-11	3			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	22	260	22	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	26	258	26	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	37	259	37	100
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2010-11	52	256	52	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	63	264	62	98
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2012-13	79	262	79	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2011-12	99	263	99	100
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2010-11	110	265	110	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	9			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	19	266	19	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	32	270	32	100
111 -English Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	24	265	24	100
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2011-12	2			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2012-13	2			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	5			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	8			
135 -Foreign Language: Spanish Evaluation Systems group of Pearson All program completers, 2010-11	6			
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	5			
142 -Health Education	5			

Evaluation Systems group of Pearson All program completers, 2010-11				
403 -ICTS TAP: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	26	265	26	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2012-13	31	267	31	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2011-12	34	267	34	100
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2010-11	40	269	40	100
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	11	266	11	100
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	8			
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	14	270	14	100
143 -MUSIC Evaluation Systems group of Pearson Other enrolled students	3			
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	4			
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	11	275	11	100
143 -Music Evaluation Systems group of Pearson All program completers, 2010-11	10	274	10	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	255	9	90
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	23	251	23	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	21	248	21	100
144 -Physical Education Evaluation Systems group of Pearson All program completers, 2010-11	33	256	33	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	6			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	14	263	14	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson	14	260	14	100

All program completers, 2011-12				
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2010-11	20	255	20	100
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	3			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	3			
106 -Science: Chemistry Evaluation Systems group of Pearson All program completers, 2010-11	3			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	4			
108 -Science: Earth And Space Science Evaluation Systems group of Pearson All program completers, 2010-11	2			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	5			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	3			
116 -Science: Physics Evaluation Systems group of Pearson All program completers, 2010-11	2			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13	1			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2011-12	2			
113 -Social Science: Geography Evaluation Systems group of Pearson All program completers, 2010-11	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	13	258	12	92
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	22	264	22	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	27	263	27	100
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2010-11	27	265	27	100
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson	4			

All program completers, 2012-13				
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	3			
117 -Social Science: Political Science Evaluation Systems group of Pearson All program completers, 2010-11	3			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	27	255	25	93
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2012-13	30	259	30	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2011-12	34	257	34	100
163 -Special Ed. General Curriculum Test Evaluation Systems group of Pearson All program completers, 2010-11	40	259	40	100
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	4			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	8			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2011-12	10	264	10	100
145 -Visual Arts Evaluation Systems group of Pearson All program completers, 2010-11	11	264	11	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	261	261	100
All program completers, 2011-12	328	328	100
All program completers, 2010-11	366	366	100

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State  
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

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

Does your program prepare teachers to:

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



Yes

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

Yes

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

The use of technology is integrated into subject content and methods courses in teacher candidates' assignments. All SIUE classrooms are equipped with instructional technologies and available for candidates use. The Instructional Materials Center is dedicated to supporting teacher candidates with tools for planning and delivering instruction for P-12 students, including those with special needs. Technology integration also occurs in teacher candidates' classrooms, but is dependent on technological equipment and software programs available at their field placements schools. Assessment tools and Content management tools are being used to effectively collect and analyze data in order to improve teaching and learning.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

As reported last year, all teacher candidates are required to successfully complete the following courses:

SPE 400: Exceptional Children, EPFR 315: Educational Psychology, and EPFR 320: Foundations of Education in a Multicultural Society. These courses infuse training which prepare teacher candidates to address the needs of all children in their classrooms, including those with special needs and who are limited English proficient.

The Educational Foundations faculty in cooperation with the College of Arts and Science faculty developed a two-part program entitled, "Teaching ELLs in Mainstream Classrooms." These workshops are embedded in two courses required in the teacher education programs.

EPFR 315: Candidates study the organization and basics of human languages (structure, dialects, variations in language patterns, etc.), factors affecting second language acquisition, the challenges that teachers face and how they can prepare themselves for these challenges.

EPFR 320: Candidates learn about the diversity of language in the classroom (dialect awareness), culture shock for students, examination of assimilation and acculturation, management of linguistically diverse classrooms, programs for English Language Learners, and Sheltered Instruction techniques. A new unit of study was developed over the 2011-2012 academic year, which addresses issues of sexual orientation, particularly as they affect public schools and educational settings. Candidates are also provided resource and reference lists for all areas of study.

In SPE 400, candidates preparing to become general education teachers learn how to work with students with disabilities or LEP and their families through a variety of assigned readings, lectures, class activities and assignments. While in class they engage in numerous instructional activities, including role plays, video analysis, class discussions, lesson design and critique, and case studies, and have the opportunity to interact with guest speakers and use assistive technology. Each candidate is required to interview the parent of a child with a disability, and then relate the information gained to what they have learned in the course regarding student characteristics, legal requirements of IDEA, evidence-based interventions and effective collaboration and professional practice. They must pass quizzes and exams covering the course content, including IDEA requirements such as how to participate as a member of an individualized education program team, characteristics and needs of learners with disabilities and LEP, collaboration with parents and other professionals, evidence-base practices for providing positive behavior supports and academic adaptations, and methods for promoting social inclusion.

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Does your program prepare special education teachers to:

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

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

Candidates in the special education undergraduate program take a minimum of 60 hours of special education coursework to prepare them to teach K-12 students with disabilities. Their university coursework includes in-depth study of the IEP process as well as training in legal guidelines, collaboration, initial assessment and progress monitoring, functional behavioral assessment and classroom management, functional curriculum, assistive technology, transition planning, curriculum adaptations, and methods of teaching reading and mathematics to students with disabilities. As part of their coursework, all candidates use case studies to write and critique IEPs. In addition to their university coursework, all candidates complete four field placements that span the full range of ages and disabilities. These experiences enable them to gain valuable first-hand experience with students in special education, as well as to learn about the role and responsibilities of a special education teacher. Candidates complete assignments in their field placements which help fulfill requirements for the special education classes they take concurrently, including participating in IEP meetings and reflecting upon how this experience relates to their classroom training. They also develop a collaborative relationship with the family of a target student, assess a student(s) current academic and behavioral performance, use the assessment results to identify appropriate goals and objectives, select and implement evidence-based instructional and behavioral interventions, conduct ongoing progress monitoring, and reflect upon their experiences.

To prepare them to work with students who are limited English proficient, candidates in the special education program take the same courses as candidates preparing to teach general education. In addition, they take an entire course in language development, as well as a course focused on developing family partnerships which includes developing partnerships with families from different cultural backgrounds. Instructional strategies for working with students with limited English proficiency are also incorporated in several of their methods courses.

## Section VII Contextual Information

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

### Supporting Files

## Complete Report Card

AY 2012-13



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