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Southern Illinois - Edwardsville
Traditional Program

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AY 2013-14

Institution Information

Name of Institution: Southern Illinois - Edwardsville
Institution/Program Type: Traditional
Academic Year: 2013-14
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 |
| 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: 20 | |

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.siu.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. (S205(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 2013-14

3.29

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 2013-14

3.78

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 2013-14

3.29

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 2013-14

3.78

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 2013-14: | 215 |
| Unduplicated number of males enrolled in 2013-14: | 53 |
| Unduplicated number of females enrolled in 2013-14: | 162 |

| 2013-14 | Number enrolled |
|------------------------------|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 4 |
| <i>Race</i> | |
| | |

| | |
|--|-----|
| American Indian or Alaska Native: | 2 |
| Asian: | 2 |
| Black or African American: | 15 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 190 |
| Two or more races: | 0 |

Section I.d Supervised Clinical Experience

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

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 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 | 38 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 641 |
| Number of students in supervised clinical experience during this academic year | 460 |

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; if no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 52 |
| Teacher Education - Early Childhood Education | 31 |
| Teacher Education - Elementary Education | 74 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 85 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | 1 |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 47 |
| Teacher Education - Music | 5 |
| Teacher Education - Physical Education and Coaching | 9 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 49 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 18 |
| Teacher Education - Chemistry | 8 |
| Teacher Education - Drama and Dance | 2 |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |

| | |
|--|---|
| Teacher Education - Physics | 2 |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | 2 |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | 3 |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other Specify: Business/Computer/theater | 5 |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 32 |
| Teacher Education - Early Childhood Education | 27 |
| Teacher Education - Elementary Education | 74 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | 7 |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 20 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 9 |
| Teacher Education - Music | 3 |
| Teacher Education - Physical Education and Coaching | 8 |
| 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 | 6 |
| Teacher Education - Chemistry | 5 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | 1 |
| Teacher Education - Spanish | 1 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |

| | |
|--|---|
| Teacher Education - Earth Science | 2 |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other Specify: Theater/Drama Arts | 2 |

Section I.f Program Completers

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

2013-14: 200

2012-13: 302

2011-12: 330

Section II Annual Goals - Mathematics

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

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

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

Academic year 2013-14

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

Yes

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

14

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

No

Description of strategies used to achieve goal, if applicable:

Faculty and advisors encourage math majors 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 and appropriately advise candidates. The State of Illinois changed the entrance test to ensure that teacher candidates are competent to teach, which resulted in a quick decrease in 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 slowly continue to increase as candidates are advised to use this option or enter the program better prepared.

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

Yes

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

12

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. A joint effort between math, education, and STEM faculty resulted in a Noyce grant with a goal of recruiting qualified students to teach secondary mathematics. Efforts will continue to promote endorsements in mathematics as well.

Academic year 2015-16**Will your program prepare teachers in mathematics in 2015-16?**

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Faculty members 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 requirement 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 admissions 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 endorsement. 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

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

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

Academic year 2013-14**Did your program prepare teachers in science in 2013-14?**

Yes

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

14

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

No

Description of strategies used to achieve goal, if applicable:

Faculty recruit science majors for the teacher education program. The science department also offers required coursework for elementary education candidates. These candidates also take coursework which leads to an endorsement to teach science in middle schools. Faculty also provide opportunities for candidates to participate in science activity clubs (Chemistry Club, Student NSTA, etc.) and the hosting of science fairs for local schools.

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

All candidates are supported by faculty as they undertake all the required state testing. Passage of the IL Content Test is required before student teaching and faculty have designed and sequenced coursework based on the content of this test. They analyzed trends in the student data and make curricular changes to address any low scoring areas. Program changes have been effective.

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

SIUE was awarded the Noyce Scholarship which is expected to support up to 36 STEM candidates over the next five years. The Physics Teacher Education program is officially closed and all candidates have graduated from the program.

Academic year 2015-16**Will your program prepare teachers in science in 2015-16?**

Yes

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

9

Provide any additional comments, exceptions and explanations below:

SIUE received a Noyce Grant which offers scholarships to help support pre-service teacher candidates. Candidates can receive \$11,500 per year for up to two years as long as they commit to teaching two years in a high needs school for every year of funding and complete other program requirements. This draws some students to teaching, particularly through our cooperation with the community colleges, because this is almost a full scholarship at SIUE prices (except for room and board).

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. (S205(a)(1)(A)(ii), S206(a))

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

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

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

Yes

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

50

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

No

Description of strategies used to achieve goal, if applicable:

Faculty made changes to the curriculum to include SPE100, a new freshman seminar, which introduces potential candidates to teaching special education. This would

facilitate early admission to the program. The program also formed a relationship with local community colleges with a 2+2 program. Candidates can enter SIUE from a community college seamlessly. A student services representative also visits local schools to promote graduate courses for in-service teachers. Flyers outlining graduate courses in special education are also mailed to all surrounding schools.

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:

Special education cohorts entering the program are smaller than projected due to state imposed increased admission requirements (Test of Academic Proficiency). Hence, the program did not admit 50 candidates. Only one cohort was admitted instead of the usual two cohorts

Academic year 2014-15

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

Yes

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

50

Provide any additional comments, exceptions and explanations below:

The projected number of candidates for this year is much lower due to state imposed increased admission requirements. The ACT (composite score of 22 with a writing score of 19) is now being used as an alternate entrance requirement and this is allowing more students to enter the program.

Academic year 2015-16

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

Yes

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

33

Provide any additional comments, exceptions and explanations below:

Recruitment efforts at the graduate level have included visits to 35 schools each fall plus program information left in teacher workrooms or lunchrooms, graduate faculty institutes and emails sent to school principals and teachers. Other recruitment efforts include working/meeting with advisory council members (area administrators) to determine coursework, format, time, etc. that best meets the needs of graduate students as well as district needs, etc. There have been preliminary talks with Curriculum and Instruction faculty about a dual license in SPE and Elementary for undergraduate teacher candidates. We also offer electives to other education majors to expand their knowledge of special education: early childhood approval, special education/early childhood minor for health ed, and a special electives for general education candidates.

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. (**S205(a)(1)(A)(ii), S206(a)**)

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

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

Academic year 2013-14

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

Yes

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

Yes

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

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:

SIUE's teacher candidates are prepared to meet the challenges of teaching all learners. Their coursework lays the foundation for understanding the diversity of students, the content being taught, effective planning and instructional strategies, assessment practices, creation of a safe and productive environment, and instructional decision-making. This foundational knowledge is enacted in field experience placements, which are in a variety of settings (rural, urban, and metropolitan) and in a range of grade levels. Faculty work closely with school partners to ensure that candidates have meaningful, reflective experiences within their school placements, drawing on what they have learned from their methods and foundational courses. Candidates not only observe, plan and teach, they also work collaboratively with students, peers, parents, and school faculty and administration. These components of SIUE's teacher education programs prepare candidates to effectively teach in local districts as well as those in other states. General education candidates are required to successfully complete a course centered on the teaching and learning of students with exceptionalities. Both general and special education candidates are required to take a wide range of general education coursework in the arts, sciences, and humanities in addition to content and reading methods courses within their programs. Methods courses focus on differentiated instruction as a means of meeting the needs of P-12 students.

The edTPA becomes a requirement for IL licensure after September 1, 2015. Programs have worked diligently with local school faculty and administration to make the process seamless. Candidates, under the direction of their cooperating teachers and university supervisors, are applying what they have learned about effective teaching to meet instructional needs by assessing students, analyzing their teaching, and making instructional decisions based on data. This joint effort is preparing candidates to also meet the needs of local districts.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------|-------------------|----------------------|---------------|
| 188-APT (ALL LEVELS) Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |
| 101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 101-APT: BIRTH TO GRADE 7 | 0 | | | |

| | | | | |
|---|-----|-----|-----|-----|
| 101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson Other enrolled students | 24 | 268 | 24 | 100 |
| 101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14 | 26 | 266 | 26 | 100 |
| 101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13 | 38 | 265 | 38 | 100 |
| 103-APT: GRADES 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 2 | | | |
| 103-APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14 | 57 | 264 | 57 | 100 |
| 103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13 | 81 | 265 | 81 | 100 |
| 103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2011-12 | 102 | 265 | 102 | 100 |
| 104-APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students | 12 | 257 | 10 | 83 |
| 104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14 | 44 | 263 | 44 | 100 |
| 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 |
| 102-APT: GRADES K-9 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 102-APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14 | 72 | 267 | 72 | 100 |
| 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 |
| 096-BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12 | 299 | 265 | 299 | 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 | 22 | 268 | 22 | 100 |

| | | | | |
|--|----|-----|----|-----|
| All program completers, 2011-12 | | | | |
| 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 enrolled students who have completed all noncl | 1 | | | |
| 141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14 | 2 | | | |
| 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 | | | |
| 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 | 14 | 257 | 14 | 100 |
| 107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 25 | 260 | 25 | 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 |
| 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 Other enrolled students | 58 | 265 | 58 | 100 |
| 110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14 | 71 | 266 | 71 | 100 |
| 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 |
| 111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students | 8 | | | |
| 111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14 | 20 | 267 | 20 | 100 |
| 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 |
| 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 | 3 | | | |
| 135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14 | 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 | | | |
| 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 | | | |
| 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 | 15 | 270 | 14 | 93 |
| 155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14 | 26 | 266 | 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 |
| 115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 2 | | | |
| 115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14 | 8 | | | |
| 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 | | | |
| 143-MUSIC Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 143-MUSIC Evaluation Systems group of Pearson All program completers, 2013-14 | 3 | | | |
| 143-MUSIC Evaluation Systems group of Pearson All program completers, 2012-13 | 4 | | | |
| 143-MUSIC | 11 | 275 | 11 | 100 |

| | | | | |
|---|----|-----|----|-----|
| Evaluation Systems group of Pearson All program completers, 2011-12 | | | | |
| 144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 3 | | | |
| 144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 5 | | | |
| 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 |
| 105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14 | 8 | | | |
| 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 All program completers, 2011-12 | 14 | 260 | 14 | 100 |
| 106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14 | 5 | | | |
| 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 | | | |
| 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, 2013-14 | 2 | | | |
| 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 | | | |
| 116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |
| 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 | | | |
| 113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13 | 1 | | | |
| 113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson | 2 | | | |

| | | | | |
|---|----|-----|----|-----|
| All program completers, 2011-12 | | | | |
| 114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students | 8 | | | |
| 114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14 | 13 | 259 | 13 | 100 |
| 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 |
| 117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13 | 4 | | | |
| 117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12 | 3 | | | |
| 163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students | 17 | 259 | 15 | 88 |
| 163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14 | 26 | 258 | 26 | 100 |
| 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 |
| 145-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14 | 7 | | | |
| 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 |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2013-14 | 198 | 198 | 100 |
| All program completers, 2012-13 | 261 | 261 | 100 |
| All program completers, 2011-12 | 328 | 328 | 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.

Technology is infused in general education and teacher education coursework. Teacher candidates extensively use computers, tablets, and videotaping equipment in their coursework and field placements. There is a marked increase in video analysis of teaching assignments in teacher preparation coursework since edTPA will be consequential for state licensure. Additionally, candidates use assessment and content learning online software while in their school placements. A new course was developed this past year which concentrates on technology applications for the educational setting.

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.

SIUE's teacher education programs are in transition due to a state mandate for redesign. At this time only the elementary education program has been fully redesigned. This program now has diversity integrated throughout five core inquiry courses: Planning Instruction for Diverse Learners, Language and Communication in Multiple Contexts, Planning for Differentiated Instruction, Introduction to Educational Assessment, and Creating and Managing Effective Learning Environments. These courses also have field components which anchor the content to the classroom setting. Elementary education candidates are also required to take SPE 400, The Exceptional Child. In this course, general education candidates learn how to work with students with disabilities or LEP and their families through a variety of class activities, assigned readings, lectures, use of assistive technology, and assignments. Candidates learn the legal requirements of IDEA, how to participate as a member of an IEP team, evidenced-based interventions and effective collaboration and professional practices.

The remainder of teacher education candidates take foundations courses:

EPFR 315 Candidates study the organization and basics of human learning and development as applied to school environment. This course emphasizes cognitive process, cognitive development, behavior, and classroom evaluation.

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, Sheltered Instruction techniques, and sexual orientation in public schools and educational settings.

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.

The special education program provides extensive experiences needed to prepare teacher candidates to teach K-12 students with disabilities. Candidates study the IEP process, IDEA legal guidelines, collaboration skills, assessment processes, intervention strategies, progress monitoring, functional behavior assessment, classroom management, functional curriculum, assistive technology, transitional planning, curriculum adaptations and methods of teaching reading and mathematics to student with disabilities. Four field placements spanning the full range of ages and disabilities are also part of the curriculum. During these placements, candidates enact assignments associated with concurrent program coursework. One example, is the behavioral change project wherein a candidate selects a target student, builds a relationship with the student's family, assesses the student's academic and behavioral performance, identifies appropriate goals, and objectives, selects and implements evidence-based instructional and behavioral interventions, conducts ongoing progress monitoring, and reflects upon the experience. Special education and general education candidates are required to take a literacy course which includes methods which help them work with limited English proficient students. Special education methods courses also integrate instructional strategies that accommodate limited English proficient students. Additionally, candidates take a course solely devoted to language acquisition and development. This course focuses on collaboration with families, including families from different cultural backgrounds.

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 2013-14