Title II
Higher Education Act

Southern Illinois - Edwardsville

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: Southern Illinois - Edwardsville

Institution/Program Type: Traditional

Academic Year: 2011-12

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 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	No	Yes

verification		
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other		

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 2011-12

3.18

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 2011-12

3.42

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	

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.97

Section I.c Program 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.

Total number of students enrolled in 2011-12:	215
Unduplicated number of males enrolled in 2011-12:	64
Unduplicated number of females enrolled in 2011-12:	151

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	8
Race	
American Indian or Alaska Native:	3
Asian:	2
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	2
White:	190
Two or more races:	6

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

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	34
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	906
Number of students in supervised clinical experience during this academic year	584

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

Last year's numbers included students in advanced programs, hence the difference in numbers between the two reports.

Adjunct faculty are understood to be cooperating teachers in the field supervising any of our students in the various field placements.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	36
Teacher Education - Early Childhood Education	38
Teacher Education - Elementary Education	103
Teacher Education - Junior High/Intermediate/Middle School Education	349
Teacher Education - Secondary Education	141
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	15
Teacher Education - Business	
Teacher Education - English/Language Arts	107
Teacher Education - Foreign Language	
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	43
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	25

Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	69
Teacher Education - Social Science	
Teacher Education - Social Studies	126
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	22
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	5
Teacher Education - German	
Teacher Education - History	29
Teacher Education - Physics	5
Teacher Education - Spanish	24
Teacher Education - Speech	17
Teacher Education - Geography	3
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	36
Teacher Education - Early Childhood Education	38
Teacher Education - Elementary Education	103
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	96

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	20
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	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	

Anthropology	
Economics	
Geography and Cartography	2
Political Science and Government	4
Sociology	
Visual and Performing Arts	9
History	26
Foreign Languages	10
Family and Consumer Sciences/Human Sciences	
English Language/Literature	33
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	13
Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	3
Geological and Earth Sciences/Geosciences	3
Physics	3
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Theater (2)	2

Section I.f Program Completers

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

2011-12: 330

2010-11: 369

2009-10: 357

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

12

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Secondary education faculty believe one factor that will increase the number of mathematics teachers is to ensure teacher candidate retention. When the Department of Mathematics and Statistics regularly monitored course offerings and sequence in 2011, they found that some teacher candidates struggled with the initial proof writing course and an abstract algebra sequence, and because of this, were unable to see connections between the courses. Some candidates found this to be very challenging to overcome. Faculty took action to improve this situation by modifying the coverage of material in the courses to provide a better transition and to strengthen the candidates knowledge of mathematical proof.

The Elementary Education program requires candidates to identify a content area in which they take 18 hours of coursework. This leads to an endorsement in a content area. When faculty in the mathematics department teach preliminary content courses for elementary teachers, they encourage candidates to pursue endorsements in mathematics which qualifies them to teach mathematics at the middle school. Academic advisors who meet with candidates every semester also encourage teacher candidates to specialize in high need areas such as math. They also encourage candidates to add multiple endorsements, specifically targeting mathematics and the sciences. During 2011-2012, 27 teacher candidates earned an endorsement in mathematics.

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

As a result of course sequence analysis, Secondary education faculty modified the content covered in each of the courses. While data has not been noticeably impacted, teacher candidates have commented that they are able to use what they learned in the first class when taking the abstract algebra course. They feel positive about this change as well as their decision to be secondary mathematics teachers.

Furthermore, the results from the state licensure tests are continually monitored by select faculty in the Department of Mathematics and Statistics as well as members of the School of Education. Candidate scores are regularly posted at a secure location for select faculty to access. In addition to being able to check that candidates are passing the exam and its subareas, they track subscore trends over semesters. Faculty work with candidates that show weaknesses in specific subscore areas, and subsequently, our completers are consistently passing the tests with strong scores.

Elementary education academic advisors are meeting with candidates each semester to monitor their progress through the program. They encourage candidates to complete endorsement coursework in high need content areas such as mathematics. We have found that area schools tend to hire teacher candidates who concentrate on specializing in literacy and mathematics. We convey this information to our candidates.

Provide any additional comments, exceptions and explanations below:

In an effort to improve teacher quality, the State of Illinois is now requiring teacher candidates to score higher on the Test of Academic Proficiency (TAP). This test is mandatory to be admitted into teacher education programs. This has impacted the number of teacher candidates in all education programs with a drop of enrollment of nearly 25%. In a new ruling, the State is also allowing the admission of candidates with an average ACT score of 22 with the writing component. Subsequently, the number of teacher candidates entering the secondary program was reduced by half this year. Over the past two years, the elementary education program enrollment numbers have also decreased. Despite this drastic change in numbers, the elementary education math endorsement numbers are holding steady.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

12

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

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

Yes

How many prospective teachers does 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.

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

20

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Secondary Education: Science faculty continually monitor candidates' progress throughout the program, providing remediation when appropriate. They recommend specific coursework that will enable candidates to meet broad field requirements and be successful in their clinical placements. Faculty revise curriculum in order to prepare candidates who are successful teachers in today's school settings.

Elementary education academic advisors counsel students to see endorsements in high need areas, such as science and mathematics. Teacher candidates realize that having multiple endorsement increases their ability to meet school district demands. Despite lower numbers in the secondary education program, science endorsements remain steady with over 30% of teacher candidates earning an endorsement in science.

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

Secondary Education: Once candidates are admitted to the program, they are supported by faculty as they meet additional testing requirements. Passage of the Illinois Content Test is required prior to student teaching. Faculty monitor the test results, noting areas of low subscores. The following actions are being taken to ensure that teacher candidates are retained in the program: 1) teacher candidates' low subscores are studied for trends that may indicate the need for program changes, 2) individuals who have problems passing the test are supported through remediation efforts.

All candidates are required to enroll in teacher preparation science courses. The science faculty strongly encourage candidates to focus on a teaching career in the sciences and to participate in science-based organizations, such as Chemistry Club, Biology Club, and Student NSTA. The Student NSTA recruits members from all SIUE education programs. The organization not only provides opportunities to experience science education professional development and activities, but also encourages elementary education teacher candidates to seek an endorsement in the areas of science. Chemistry Club, an ACS certified student organization, combines professional development and community events which encourage candidates to enter teaching. Biology Club, a professional society open to all students interested in the biological sciences, offers the chance to participate in field trips, lectures, and other related activities.

Provide any additional comments, exceptions and explanations below:

In order to improve teacher quality, the State of Illinois is now requiring teacher candidates to score higher on the Test of Academic Proficiency which is mandatory to be admitted into teacher education programs. This has impacted the number of teacher candidates entering all education programs with a drop of enrollment of nearly 25%. With fewer candidates in the program, we anticipated this result.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

15

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

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

Yes

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

15

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.

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

50

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Based on lower than average enrollment, faculty proposed curricular changes that allowed potential teacher candidates to enter the program sequence one year earlier. The Special Education Program also collaborates with other programs to offer special education early childhood approval as well as courses for curriculum and instruction graduate candidates that focus on the needs of special education students.

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

The program has continued to work to increase enrollment to 25 candidates per cohort per semester for a total 50 candidates entering each academic year. This year faculty explored the possibility of a 2+2 agreement with Lewis and Clark Community College which would create a pipeline into the program. Program faculty have also investigated making program modifications which will change the introductory SPE course to a freshman level 100 course in order to secure early interest in the program. Finally, the faculty plans to design a new freshman seminar course which will introduce perspective candidates to the field of special education.

Provide any additional comments, exceptions and explanations below:

During this time period, the State of Illinois required teacher candidates to score higher on the Test of Academic Proficiency which is mandatory to be admitted into teacher education programs. The Board of Education's intent was to insure the quality of teacher education candidates. Pass rates dropped significantly. This has impacted the number of teacher candidates in all education programs with a drop of enrollment of nearly 25%. In a new ruling, the State is also allowing the admission of candidates with an average ACT score of 22 with the writing component. As a result of this change, we expect enrollment numbers to increase.

Academic year 2012-13

Is your program preparing 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

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

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

Yes

How many prospective teachers does 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.

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

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 2012-13

Is your program preparing 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?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

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 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	1			
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
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2009-10	27	271	27	100
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	8			
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
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2009-10	117	265	117	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
104 -APT: GRADES K-12 Evaluation Systems group of Pearson	17	252	14	82

Other enrolled students				
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2011-12	87	261	87	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2010-11	100	260	100	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2009-10	98	261	97	99
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	38	259	34	89
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
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2009-10	112	265	111	99
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson Other enrolled students	170	261	170	100
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12	283	265	283	100
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2010-11	353	265	353	100
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2009-10	344	265	344	100
302 -BASIC SKILLS LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	92	252	80	87
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	93	258	83	89

Other enrolled students				
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 Other enrolled students	93	254	84	90
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 Other enrolled students	92	250	91	99
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, 2011-12	2			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	3			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	4			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	28	256	25	89
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
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	27	259	27	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	76	261	73	96
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2011-12	98	263	98	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2010-11	110	265	110	100

110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2009-10	112	265	112	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
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
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	30	268	30	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	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	1			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson Other enrolled students	2			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	4			
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			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	8			
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				
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	9			
402 -ICTS TAP: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
403 -ICTS TAP: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
403 -ICTS TAP: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	1			
401 -ICTS TAP: READING COMPREHENSION Evaluation Systems group of Pearson Other enrolled students	2			
404 -ICTS TAP: WRITING Evaluation Systems group of Pearson Other enrolled students	2			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	36	263	34	94
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2011-12	33	267	33	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2010-11	40	269	40	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2009-10	43	269	43	100
115 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
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
115 -MATHEMATICS	11	274	11	100

Evaluation Systems group of Pearson All program completers, 2009-10				
143 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
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
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	6			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	31	251	29	94
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	20	249	20	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	33	256	33	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	31	251	31	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	6			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	14	260	14	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	20	255	20	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	20	257	20	100
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
106 -SCIENCE: CHEMISTRY	3			

Evaluation Systems group of Pearson All program completers, 2011-12				
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2010-11	3			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	6			
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			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	1			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
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			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	1			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	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			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2009-10	3			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson	11	261	11	100

Other enrolled students				
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	26	263	26	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	27	265	27	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	32	260	32	100
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
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			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	26	255	23	88
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2011-12	33	257	33	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2010-11	40	259	39	98
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2009-10	43	260	43	100
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	9			
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
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2009-10	8			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	327	327	100
All program completers, 2010-11	366	365	100
All program completers, 2009-10	356	354	99

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:
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. 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.

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.

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.

Please note that the large change in several numbers are due to reporting changes. Through the webinars, we became aware that the way we had reported the data in the past was not correct. The data for this year reflects the knowledge learned through the webinars. Specifically, for enrolled students, we always counted all students enrolled, including those who had completed within the time frame. That is how enrollments are typically counted in most reports. We learned that we should exclude those students who completed during the reporting time frame, resulting in a drastic change between last year and this year. Additionally, in the past, we had not counted cooperating teachers as full-time equivalent adjunct faculty. It was explained in the webinar that we were to do so. We had roughly the same number of cooperating teachers last year but reported the numbers differently.

Supporting Files

Southern Illinois-Edwardsville

Traditional Program

2011-12

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