



University of Sioux Falls
Traditional Report AY 2022-23
South Dakota



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

219383

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1101 W. 22nd St.

CITY

Sioux Falls

STATE

South Dakota

ZIP

57105

SALUTATION

Dr.

FIRST NAME

Michelle

LAST NAME

Hanson

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

2.6

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

2.5

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

2.5 minimum GPA for all post-secondary coursework, 2.6 GPA for major coursework, Completion and passing of the PRAXIS Core Exam in Reading, Writing and Math, Passing EDU 201 Foundations of Education, Favorable evaluation from EDU 218- Intro to Field Experience is required for admittance into the Teacher Education Program. Admission to Residency requires: Full admission status in Teacher Education Program, Cum GPA of 2.5 or higher, minimum GPA of 2.6 or higher, No grade lower than a C in Education courses, completion and passing score on the Praxis II Content test.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3

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

3

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

Provisional admission status is considered for those who have a GPA of 2.6 or higher and 'appropriate disposition and demonstrated knowledge and skill in a related field', thus giving us a larger pool of applicants with real-world experience, especially for high-need content areas such as math and science. Masters of Teaching Candidates are required to take and pass the subject area content test within the first 9 credits of starting their M.Ed.

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

210

Number of clock hours required for student teaching

1400

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

- Yes
 No

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

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

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

Years required of teaching as the teacher of record in a classroom

All Programs

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

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

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

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

Number of students in supervised clinical experience during this academic year

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

Elementary education teacher residents and special education teacher residents participate in a year-long residency experience. At this time, K-12, secondary and graduate (initial certification) follow a one-semester teacher residency. Thus, there is a range of clock hours (600-1400) required for student teaching depending on the program. The number of clock hours of supervised clinical experience required prior to student teaching varies with the program: 142 hours of K-12/Secondary, 165 for Elementary Education, and 210 for Elementary Ed/SPED. K-12 Secondary.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	128
Subset of Program Completers	48

Gender	Total Enrolled	Subset of Program Completers
Male	31	8
Female	97	40
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	3	0
Black or African American	3	3
Hispanic/Latino of any race	4	0
Native Hawaiian or Other Pacific Islander	2	0
White	114	43

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	1
No Race/Ethnicity Reported	1	1

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="3"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	31
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	1
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input type="text"/>	0

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	31
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	1
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="292 1732 1258 1774" type="text" value="Exercise Science"/>	1
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	1
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	1
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="1"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Sioux Falls is fortunate to have several agencies and schools (private and public) that employ individuals who are willing to speak with our classes and provide opportunities for diverse practicum experiences. Candidates have taken the opportunity to visit other countries, such as Italy, Croatia, and Spain. Our EL minor leads to an endorsement in ENL through the state of South Dakota. This is particularly important as our students are placed in various districts, including the largest in our state with 35 school facilities, 24,231 students, and where 77 languages are spoken. Nearly 42% of students in the largest school district in South Dakota are racially diverse. The top five languages spoken in the SFSD families' homes include Spanish, Swahili, Nepali, Kunama, and Amharic. More than 2,600 students are receiving intensive instruction in the English language in this district. EDU 251 students have the opportunity to engage in a day-long poverty simulation where they learn and role-play authentic experiences of families in poverty. Students

have the opportunity to complete practicum experiences and teacher residency in both public and private settings as well as schools with high financial need and those without (as evidenced by the schools' free and reduced lunch numbers). An example of how we have linked student preparation with the needs of schools and the instructional decisions new teachers face in the classroom is evident with the FSoE's focus on trauma-sensitive/informed teaching and instructional management decisions. Multiple classes consider the topic from different perspectives, including EDU 251, EDU 324, EDU 405, and EDU 555. Another issue that the districts are facing is behaviors in the classroom. According to an article by Ferlick (2021), "In a recent survey by the Education Advisory Board (EAB), 81% of school administrators indicated the frequency of disruptive behaviors in their schools is either "more" or "significantly more" than during the previous three years. Seventy-one percent of teachers responded the same, also estimating they lose an average of 144 minutes of instructional time per week (14.5 school days per year) due to behavioral disruptions in the classroom" (para 2). In conversations with our partner schools, they have repeatedly discussed that classroom management and behavioral disruptions last longer and are more intense than in the past. In addition, schools have struggled with finding qualified substitute teachers. As a result, we developed a process for our residents to serve as substitute teachers in their buildings for a limited number of days, to help meet the needs of districts. In 2022, the SDDOE introduced the student-teacher permit and the advanced student-teacher permit. More information can be found on this link.

<https://doe.sd.gov/certification/documents/StudentTeacher-Compare.pdf> Processes have been developed to ensure that residents are subbing only when prepared. Additionally, to address the sub shortage, we have adapted one of our early practicum experiences (EDU 218- Intro to Field Experiences) to place pairs of students within a freshman academy to allow pairs to serve as subs within the academy if needed while learning through the practicum experience. In this experience, students get 15 full days in the classroom during their freshmen year to experience what teaching may be like.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal will be to add 1-2 prospective teachers (declared majors) in mathematics during AY 2022-2023.

3. Did your program meet the goal?

- Yes
 No

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

Working with the Math and Admissions departments. Discussing that math hires may receive bonuses in some districts.

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

It has been difficult to find students who want to teach math and have the requisite skills.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal will be to add 1-2 prospective teachers (declared majors) in mathematics during AY 2023-2024.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Our goal will be to add 1-2 prospective teachers (declared majors) in mathematics during AY 24-25.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

We will add two teachers in science (declared majors) in AY 2022-2023.

3. Did your program meet the goal?

- Yes
 No

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

We had one undergraduate student and one M.Ed. of Teaching candidate. We work with the Science area and admissions departments.

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

We will add one teacher in science (declared majors) in AY 2023-2024.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

We will add one teacher in science (declared majors) in AY 24-25.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to admit 10 sped/eled (declared majors) to the teacher education major for the AY 2022-2023.

3. Did your program meet the goal?

- Yes
 No

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

We were on track to meet our goal with 18 candidates interested in SPED. Twelve students withdrew or changed majors, leaving 6 who were admitted. EDU 202, Exceptional Students was a big draw for students as was welcoming high school students from Ed Rising and Teacher Pathways visits to our campus last year.

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

Students withdrew in large part because of GPA or inability to pass the necessary testing requirements. Lesson learned is that we can get students interested, but they may need extra support to pass basic proficiency tests and keep GPA high enough for admittance to the Teacher Education program.

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

We hired a Praxis Tutor this year to help students who were anxious or concerned about their ability to take and pass the Praxis Core tests required to be admitted to the teacher education program.

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal is to admit 10 sped/eled (declared majors) to the teacher education major for the AY 2023-2024.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Our goal is to admit 7 sped/eled (declared majors) to the teacher education major for the AY 24-25. We have 12 students who have expressed interest in the SPED major but have not yet been admitted to the teacher education program.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	22	173	21	95
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	27	171	27	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	21	179	21	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	22	181	22	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	21	162	21	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	25	167	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	21	168	21	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	22	168	22	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	21	165	21	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	25	165	25	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	20	170	20	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	22	165	20	91
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	20	159	20	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	24	162	24	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	19	164	19	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	20	159	19	95
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	25	180	24	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	17	178	17	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	24	175	24	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	11	174	11	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	18	176	18	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	13	174	13	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	22	170	21	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5952 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5221 -SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5221 -SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	5			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	48	48	100
All program completers, 2021-22	58	57	98
All program completers, 2020-21	40	40	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

1. This overview focuses on how the teacher preparation program at the University of Sioux Falls integrates educational technologies into teaching and learning and how the program helps students meet the ISTE National Educational Technology Standards for Teachers (NETS-T). Within the Fredrikson School of Education's (FSOE) preparation program, technology is viewed as an important teaching tool. At both the undergraduate and graduate levels, students have numerous opportunities to study technology used in academic content areas, see technology modeled in university teaching, use technology to support and increase their own learning and apply technology to their own planning, teaching, and professional development activities during their years at the University of Sioux Falls. 2. The University of Sioux Falls uses the Jenzabar e-Learning as the learning management system (LMS) to host courses to allow for class communication, the option to upload files, store, and remit class assignments, receive feedback on class progress, and utilize forums and discussion boards to read and respond to prompts and responses from instructors and peers. Classrooms feature web-accessible computer and projection systems, cameras, speakers, microphones, Dual-Monitor Environments, Solstice Mersive Pods (42 classrooms), Smart Podiums (in 41 class spaces), and SmartBoard/Smart TV (3 classrooms). 3. The University of Sioux Falls utilizes EAB's Navigate platform, a student success management system, to provide administrators, advisors, faculty, and staff to quickly and easily communicate with students, schedule appointments, and monitor student progress. Our primary goals with the implementation of this system were early alerts and retention. The University of Sioux Falls does maintain a Google Workspace for Education (GWFE) domain. We provide all faculty, staff, and students enrolled in graduate and undergraduate educational programs and any student taking EDU240 or EDU540 a GWFE account. A GWFE is also provided to faculty, staff, and students beyond the FSOE on a request basis. All faculty, staff, and students are also issued an Office365 license which provides them with

access to the Office suite which can be installed on up to five devices. All users are also licensed to use Adobe Spark (cloud-based) software with his/her university license. Our goal is to provide students with access to a variety of software, allowing them to acquire the skills to be platform agnostic and prepared to teach in any K-12 environment regardless of the technology that is utilized by the district/system. Two computer labs are set up to use LanSchool classroom management software. LanSchool is one of the two primary classroom management software applications used in area schools to monitor students during class. Across the university there has been an infusion of technology into courses; assignments that require students to use technology as a learning tool. Several courses were already online (before the start of the pandemic) and the students used Soft Chalk, Zoom, Microsoft Teams, ScreenPal, PearDeck, REMIND, and Flipgrid to learn about the content and to collaborate with the professor and other students in the class. Integration of Technology is the intersection of pedagogical, content knowledge, and technology. Our students are introduced to multiple frameworks and theories of technology integration including PICRAT and SAMR. In addition, the faculty and instructors of the University of Sioux Falls are aware of and familiar with the National Educational Technology Plan, published by the US Department of Education - Office of Educational Technology, which provides three key areas of focus to increase the impact of technology usage in the K-12 environment: digital use, digital design, and digital access. These topics are integrated within multiple courses, however, emphasized in EDU240 and EDU540 as part of student preparation.

4. The Norman B Mears Library introduced the One Button Studio for faculty and student use. A One-Button Studio is an easy-to-use recording studio that lets individuals create high-quality video recordings without any previous video production experience. It provides everything needed to create a polished video project: camera, microphone, studio lighting, acoustic panels, and a green screen.

5. Classroom examples of integration of technology include: -At the undergraduate level, the University of Sioux Falls requires all education students early in their program to take a course, EDU 240 Technology in Education, which is designated as a technology-enriched class that prepares them to use technology in all their future education classes and practicum experiences. EDU 240 or EDU 514 Teaching and Learning with Technology (for M.Ed. program) are required courses that include hands-on experience with telecommunications, multimedia, hypermedia, and K-12 software. The courses expose students to online educational webinars, online educational technology conference speakers and handouts, and conducting research using online educational journals and X formerly known as Twitter. In the class, students demonstrate their technology competencies in using hardware and software products that are being used in educational environments. They also develop technology projects and lesson plans that follow state content standards, SD Educational Technology Standards, InTASC Teaching Standards, and the ISTE Technology Standards. -Students enrolled in EDU 304, Assessment and Evaluation, utilize online assessment applications such as Socrative, Plickers, Quizlet, Padlet, and Kahoot to assess classmates' understanding of instructional material following a microteaching lesson. Students utilize the data obtained from these assessments to analyze self-constructed assessment items for clarity and accuracy reflecting upon how the assessment results would drive future instructional decisions. Additionally, students are exposed to the PICRAT model for technology integration to reinforce the importance of technology in lesson design and delivery as well as assessment distribution and analysis. Finally, EDU 304 incorporates a micro-unit covering the importance of technology in administering interim assessments (SRI, NEWA, and SmarterBalanced). -In EDU 320, USF students plan and implement virtual lessons for third and/or fourth graders. Students use a shared Google Document to communicate with the elementary students' teacher related to students' needs, reading levels, and attendance patterns. Additionally, candidates record detailed notes of their work with their elementary students on a Google Doc shared with the elementary students' teacher. They also use an online library and resource centers to select a digital text appropriate for their lesson and learners. Candidates coach their elementary students to find that book in the same digital library, share their screen, and read the selected text to them. Then they analyze their students' writing by having their students write using the "sketches" software, asking students to share their screen, and then taking a screenshot of that writing. Additionally, a variety of technology resources are used for interactive word work with students. Students create a ReadWorks.org account to access texts and activities of a variety of types, at different levels, and in different content areas. The students use the account to find an article for a class assignment. Additionally, for their final text set assignment, they need to include a "text" in a mode other than a book. They can utilize ReadWorks for this, or search for other relevant "texts" online. Students see the technology that is used during mini-lessons and independent reading as they observe, assist, and lead independent reading conferences in the 5th-grade classroom. Students utilize technology of their choosing (typically Google Slides or Canva slides) to present a morpheme lesson to the USF class. In EDU 323, students attend a PLC+ meeting with the 1st-grade teachers, instructional coach, and reading interventionists, where they observe how the teachers collect and share information about their readers' progress and instructional needs. This data is all compiled and shared electronically, and the students are using this data as they plan lessons for their assigned student that are aligned to the student's needs (although the data is shared with them via email per the interventionist as they don't have access to all the students' data). In EDU 323, students reflect on their lessons via a shared Google doc, which provides them an opportunity to practice the steps that go into copying, sharing, and then managing a shared document with another. Students also practice accessing shared documents as they plan whole group lessons in their assigned practicum courses - the materials for the lessons are all digitally shared by the school, and the students must access them to plan and deliver their lessons. Students see the technology that is used during shared reading as they observe, assist, and teach in the 1st-grade classroom at that time. -To ensure that special education candidates can apply appropriate technology, SED 322 Assessment in Special Education, introduces the online assessment-screening tool for the Woodcock-Johnson Tests of Achievement. In SED 322, Special education candidates set up an online account to practice completing special education paperwork through online programs including SpedForms and SpedAdvantage. -EDU 405 Instructional Management is a hybrid course where candidates use Voice Thread, Softchalk web-based presentations, Google Slides, Goose Chase, online quizzes, upload documents, use asynchronous communication through forum posts, and synchronous web video chats. Students made videos housed on YouTube or Flipgrid for other students and the instructor to watch. -EDU 406, EDU 412, EDU 414, SED 414, and EDU 556 are student teaching experiences for the candidates. Area school districts have one-to-one technology integration, so the students are well-versed in integration upon completing the experience. Students use LMS systems like Seesaw (Elementary), Schoology (Middle Schools, and Google Classroom (Secondary) as well as Infinite Campus as a part of their residencies. K-12 schools in the SFSD use a one-to-one technology plan with iPads and Chromebooks. During the past year, the SFSD had Harrisburg SD moved to Canvas, a single learning management system for K-12th grade which replaced other LMS systems. -The Master of Education in Teaching program offers on-ground classes, classes with remote class exposure including EDU 525 Math Methods and EDU 557 Literacy Across the Curriculum, as well as online class exposure including EDU 526 Educational Psychology and Evaluation, 506 Foundations of Education, 514 Teaching, and Learning with Technology and 555 Research and Instructional Management.

6. Technology is routinely integrated into every course including teacher residency. Thus, candidates are well prepared to integrate technology into instructional strategies and experience intentionally designed assessment cycles, planning, and developing instructional strategies.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Students are introduced to the history, philosophy, and legal implications of educating exceptional students. Students learn how to identify and classify various exceptionalities through course discussions, videos, community resources, and updated research readings. Students are provided effective instructional strategies through hands-on activities within the course class setting and website exploration. Websites such as IRIS are used to assist learners to be prepared for their future classroom setting. The IRIS Center website is a national center dedicated to improving education outcomes for all children, especially those with disabilities through the use of effective, evidence-based practices and/or interventions. The CEEDAR website is used in the SPED major courses. Students watch videos, explore the website and have class discussions on Practice-Based Learning Opportunities and how to be able to effectively use HLP's in special education. cedar.education.ufl.edu The High Leverage Practices (HLP) for Students with Disabilities website is used in the SPED major courses. There are a total of 22 HLP addressing critical practices when working with students K-12th grade receiving services. Our USF students work through all 22 across all classes and can demonstrate using the HLP's through teaching lessons during course time. highleveragepractices.org "In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children (CEC) has developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice: • Collaboration • Assessment • Social/emotional/behavioral • Instruction The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

General education students understand how they must participate as dedicated members of an IEP team through mock IEP meetings that are run during course time. Videos of mock IEP meetings are also viewed throughout the semester. A teacher panel is prepared to answer questions from future educators and discuss how they work with students who have exceptional needs. Teachers who are on the panel speaking to our education majors discuss their roles and how they participate in their specific districts' IEP meetings. Students who double major in Elementary Education and SPED sit in as a guest at an actual IEP meeting (SED 416) and an Evaluation/IEP meeting within practicums (SED 322, SED 340, SED 342) and residency placements.

c. Effectively teach students who are limited English proficient.

General education teachers are prepared to teach students who are limited English proficient through the research-based SIOP (Sheltered Instruction Observation Protocol) model. They learn how to write content and language objectives, scaffold instruction to meet varying levels of English proficiency, promote language acquisition while learning content, use cognates and native language when available/appropriate, and apply effective assessment techniques to determine a LEP student's mastery. In addition they are also prepared to determine language difference vs disability for a LEP student using Dr. Catherine Collier's research and are familiar with policies and practices for identifying and providing services for ELs in South Dakota. -Legal implications for limited English proficiency are introduced in EDU 251, Human Relations for all majors. -EDU 320 Literacy: Middle Level and EDU 323 Literacy: Early Reading Instruction address scaffolding and differentiation approaches for LEP students. -EDU 202/SED220, Exceptional Students introduces teaching strategies for LEP students. -Differentiation models are addressed within methodology courses. -Students who are minoring in EL receive additional instruction on language acquisition, communication, language, grammar, culture, assessment practices, and advocacy. -Students taking EDU 330, Literacy Practicum for EL and Struggling Readers, are provided practicum experiences based upon literary approaches for students with limited English proficiency.

2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Special Education teacher candidates are provided content throughout their required special education classes at the University of Sioux Falls. Courses are designed for teacher candidates seeking K-12 grade special education licensure. Teachers are provided knowledge of the characteristics of each disability category and the consequent academic challenges that their exceptional students may experience. Coursework emphasizes instruction and evidence-based practices in math, reading, writing, social relationships, and how to use instruction to accommodate these specific students. Students are provided with instructional strategies through course reading content, discussions, hands-on projects, videos, and lectures. Students also practice writing lesson plans and IEPs when given a case study student. Experts currently in the field of special education join classes to discuss current issues and trends within the SFSD with our future teachers. Students enrolled in the double major of Elementary Ed and SPED participate in practicum field experiences across multiple methods courses. SED 322, SED 340, SED 342, and SED 404 offer approximately 47 hours with mentor educators.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Special Education teacher candidates sit in on Mock IEPs, view videos of actual IEPs, and participate in District IEPs when in practicum placements or residency. In each of the special education core classes, students practice writing IEPs, reading IEPs, and running IEPs during instructional time. Special Education teacher candidates work through special education assessment processes, assess an actual k-12 student with permission, and write a formal evaluation report. The students then are required to present the assessment evaluation results in a "mock evaluation meeting for initial evaluation." Guest administrators from the area and education faculty members have joined mock evaluation meetings to provide feedback on evaluation results. All guests have participated in IEP and Evaluation meetings during their careers, bringing experience and exceptional feedback.

c. Effectively teach students who are limited English proficient.

Special education teachers are prepared to teach students with limited English proficiency by learning to determine language difference vs disability for an LEP student using Dr. Catherine Collier's research. Additionally, they learn how to support students who may be dual enrolled in SPED and EL services by having an understanding of language proficiency levels, supporting language acquisition while learning content, collaborating and communicating with EL teachers and LEP families, and applying effective assessment techniques to determine a student's mastery. Finally, they are familiar with policies and practices for identifying and providing services for ELs in South Dakota.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The Fredrikson School of Education Programs that lead to certification as educators were most recently approved by the South Dakota Department of Education in March 2022. In February of 2023, CAEP completed a virtual visit and we received a letter in November 2023 from Dr. Christopher Koch, President of CAEP, that the FSoE was accredited from Fall 2023 to Fall 2030.

Supporting Files

CAEP Accreditation Letter	
CAEP Accreditation Action Report	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Michelle Fryer Hanson

TITLE:

Area Chair of the Fredrikson School of Education at the University of Sioux Falls

Certification of review of submission

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

NAME OF REVIEWER:

Joe Obermueller

TITLE:

Vice President of Academic Affairs at the University of Sioux Falls