title II
higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

IL

Concordia University
Traditional Report AY 2019-20
Illinois

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

River Forest

STATE

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ZIP

60305

SALUTATION

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	

Total number of teacher preparation programs:

25

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

- ● Yes
- ○ No

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

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Interview	● Yes ○ No		○ Yes ● No	
Other Specify: Exit: edTPA	○ Yes ● No		● Yes ○ 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.)

2.75

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.)

2.75

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

Postgraduate Requirements

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

● **Yes**
○ **No**

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

Element	Admission		Completion	
Transcript	● Yes ○ No		○ Yes ● No	
Fingerprint check	● Yes ○ No		○ Yes ● No	
Background check	● Yes ○ No		○ Yes ● No	
Minimum number of courses/credits/semester hours completed	● Yes ○ No		● Yes ○ No	
Minimum GPA	● Yes ○ No		● Yes ○ No	
Minimum GPA in content area coursework	● Yes ○ No		● Yes ○ No	
Minimum GPA in professional education coursework	● Yes ○ No		● Yes ○ No	
Minimum ACT score	○ Yes ● No		○ Yes ● No	
Minimum SAT score	○ Yes ● No		○ Yes ● No	
Minimum basic skills test score	○ Yes ● No		○ Yes ● No	
Subject area/academic content test or other subject matter verification	○ Yes ● No		● Yes ○ No	
Recommendation(s)	○ Yes ● No		○ Yes ● No	
Essay or personal statement	○ Yes ● No		○ Yes ● No	

Element	Admission		Completion	
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Exit: edTPA	○ Yes	● No	● Yes	○ 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:

Supervised Clinical Experience

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

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	640

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	
Number of years required for 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	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	20
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	67
Number of students in supervised clinical experience during this academic year	52

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

All our teacher education programs require both non clinical and clinical hours, which are supervised by both full-time faculty and mentors in the field. We use a combination of full-time faculty and part-time adjuncts to supervise student teacher interns.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	310
Subset of Program Completers	51

Gender	Total Enrolled	Subset of Program Completers
Male	80	10
Female	230	41
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	8	1
Black or African American	24	5
Hispanic/Latino of any race	92	13
Native Hawaiian or Other Pacific Islander	1	0
White	178	31

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	3	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	3	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	17

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

There are required courses that address these areas both in field work opportunities and course topics. All students are required to take a general education core, specialty subject area, and major. Coursework in exceptionalities and teaching in diverse classrooms is required of all students.

Annual Goals: Mathematics

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We had found that candidates continued to struggle writing lesson plans in the Elementary Math Methods course. After writing and receiving critiques of their first lesson plan, too many students where turning in poor lesson plans on the second round. Our goal is to improve the quality of our candidates' lesson plans. Our target is to decrease the percentage of candidates who are required to rewrite their second lesson plan. In a previous year the 27% percent of candidates (7 out of 26) had to rewrite 80% of their first attempt of the second plan. We seek to reduce that to only 10% of the class, or no more than 2 students. (If class size is small, 10% might not be meaningful).

3. Did your program meet the goal?

- ● Yes
- ○ No

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

In the Elementary and Middle school methods courses this past year students worked in pairs on lesson plans. This has helped a lot to reduce the need for rewrites of the second plan (and those thereafter). Fall 2019: 7 El Ed methods students: 1 still struggled while 6 did well. Spring 2020: 6 middle school methods: None of the pairs had to completely rewrite their lesson plans. As class was held remotely, students by necessity, had to deliver their practice lessons to the rest of class using on-line platforms like Zoom and Google Jamboard. Students also visited classes remotely and were able to observe cooperating teachers who were teaching k-12 students remotely.

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

Students were provided more practice time along with opportunities to receive feedback from peers prior to final submission.

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

Review Current Year's Goal (2020-21)

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

● Yes
○ No

8. Describe your goal.

This past spring presented unique challenges for teachers in teaching remotely. Even if a vaccine should solve the current crisis before August 2020, there will be other moments when our candidates will be called upon to teach remotely.—even if for a snow day. In the coming year we will provide instruction in the Elementary, Middle and Secondary Math Methods courses on remote learning. Our goal is that in each class 80% of candidates successfully develop a coherent remote-learning lesson using technology widely available.

Set Next Year's Goal (2021-22)

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

● Yes
○ No

10. Describe your goal.

Future goal is to incorporate the learning of how to teach remotely effectively even after the methods class resumes f2f instruction.

Annual Goals: Science

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

As part of licensure in the state of Illinois all teacher candidates must pass a content area test in the level they are interested in teaching. For Early Childhood and Elementary candidates it is a subarea. For candidates at the Middle and Secondary level it is based on subject they will be certified to teach. The goal for the 2019-2020 year is to have 80% of candidates pass the science component of the content tests on their first try.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

In the Elementary and Middle school methods courses this past year students worked in pairs on lesson plans. This has helped a lot to reduce the need for rewrites of the second plan (and those thereafter). Fall 2019: 7 El Ed methods students: 1 still struggled while 6 did well. Spring 2020: 6 middle school methods: None of the pairs had to completely rewrite their lesson plans. As class was held remotely, students by necessity, had to deliver their practice lessons to the rest of class using on-line platforms like Zoom and Google Jamboard. Students also visited classes remotely and were able to observe cooperating teachers who were teaching k-12 students remotely.

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

Students were provided more practice time along with opportunities to receive feedback from peers prior to final submission.

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

Review Current Year's Goal (2020-21)

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

- ● Yes
- ○ No

8. Describe your goal.

As part of licensure in the state of Illinois all teacher candidates must pass a content area test in the level they are interested in teaching. For Early Childhood and Elementary candidates it is a subarea. For candidates at the Middle and Secondary level it is based on subject they will be certified to teach. The goal for the 2020-2021 year is to have 80% of candidates pass the science component of the content tests on their first try.

Set Next Year's Goal (2021-22)

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

- ● Yes
- ○ No

10. Describe your goal.

The goal for the 2021-2022 year is to recruit 3-5 highly qualified science educators per year. The focus of this requirement should be our initial licensure MAT Program for students who already have a science degree. Secondary science is always an area of need. If students already hold a bachelor's degree in this field they have the content knowledge required to pass the content test and can be highly qualified science teachers.

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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

Our special education teacher candidates have ample opportunity to work with students with disabilities who have low incidence and high incidence disabilities in various school settings. Our goal for this year was for candidates to have increased opportunities to work with students in transition programs. Our goal is for candidates to have at least 3 different experiences working with students on transition plans and in transition/community programs.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

1) In Topics and Procedures course increased opportunities for students to complete Transition Planning Guides for students with various disabilities. 2) Arranged for students to attend Transition Meeting in a nearby county. 3) Developed new partnership with New Horizon Center, Oak-Leyden Development Center, and Ridgewood HS where students had the opportunity to observe transition aged students in class, art therapy, music therapy, community outings.

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

Faculty spent time reaching out to different organizations and schools in the surrounding community and meeting with interested individuals to discuss needs and opportunities.

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

Review Current Year's Goal (2020-21)

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

○ **Yes** (selected)
○ No

8. Describe your goal.

We currently have 5 K-12 schools we partner with for our field experiences. Our goal for next year is to add 3 more schools to our partnerships.

Set Next Year's Goal (2021-22)

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

○ **Yes** (selected)
○ No

10. Describe your goal.

To increase opportunities for our UG students to assess students and use data to inform instruction.

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))**

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

Regarding our candidates ability to appropriately teach student who are English Language Learners, CUC collects regularly collect data at the beginning (introductory level) of our programs and during the student teaching internship. Our goal for this year is to gather data at the Developing level in the following classes: EDSC 6570, EDSC 3600, EDMG 4900, EDSP 4752, EDEC 3500, EDEL 3500, and EDEL 6907. This data will be gathered during the fall and spring terms and will be shared with faculty during summer 2020 to inform future planning and program adjustments.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Due to the pandemic some preliminary data were gathered during the fall term for half of the courses offered but was not properly documented in the spring term.

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 (2020-21)

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

- ● Yes
- ○ No

8. Describe your goal.

Though it is a licensure requirement that candidates have multiple experiences in diverse classroom settings, some students are less likely to choose a diverse setting for their student teaching internship. We aim to increase our access to and relationships with schools that are culturally and linguistically diverse by building stronger reciprocal relationships. This would allow our students more positive experiences working with students who are English Language Learners.

Set Next Year's Goal (2021-22)

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

- ● Yes
- ○ No

10. Describe your goal.

Offer the ESL endorsement courses in an online format to allow more students to enroll.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP014.1 -EARLY CHILDHOOD.1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2018-19	6			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	4			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	16	260	16	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	11	249	11	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	10	253	10	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	16	261	16	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	11	255	11	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	10	262	10	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	16	263	16	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	11	262	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	10	267	10	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	3			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	16	268	16	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	11	261	11	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	10	269	10	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	1			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	12	45	11	92
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP002.1 -ELEMENTARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP011.1 -K-12 PHYSICAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	4			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	10	259	10	100
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	2			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP003.1 -SECONDARY ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP004.1 -SECONDARY HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP005.1 -SECONDARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP006.1 -SECONDARY SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	4			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	1			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP015.1 -VISUAL ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	45	44	98
All program completers, 2018-19	33	33	100
All program completers, 2017-18	32	32	100

Low-Performing

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

Low-Performing

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

    Every student is required to take and pass a Media and Technology for Classroom Teachers course early in the program. Many the programs clinical and methods courses provide students with many experiences in modeling and applying technology in their clinical and methods courses prior to the student teaching internship. When developing lesson plans, student must indicate their use of technology in the instructional process. In addition, the classroom management and assessment courses for each program prepare students to use technology to collect, manage and analyze data to support learning and improve student outcomes. Student teacher's ability to model and apply technology standards as they design, implement, and assess learning experiences is evaluated multiple times during the student teaching internship. Both the University Supervisors and Cooperating Teachers complete the assessments. Cooperating Teachers and University Supervisors are required to evaluate teacher candidates on how they make informed decisions to improve the use of technology in instruction. University Supervisors discuss with Cooperating Teachers and the teacher candidates how the planning and implementation of technology in their lessons have progressed. Teacher candidates are required to discuss and reflect on how they use technology in their lesson planning to facilitate student engagement and foster a deeper understanding of content and their appropriate integration of technology into teaching and learning. This feedback provides both information on how the teacher candidate can improve on integrating technology in instruction and what experiences need to be afforded the teacher candidate to foster improvement. The Positive Impact Presentation is the final assessment of the student teaching internship. This assessment requires students to demonstrate the use of technology in assessing student progress.

With the recent purchase of a variety of updated technology equipment, such as what is used in our partner schools, teacher candidates will have more opportunities to practice planning and implementing lessons that integrate technology under the supervision of CUC faculty. During the Covid-19 pandemic, digital technology played a significant role in enabling teacher candidates to observe and deliver instruction using synchronous and asynchronous teaching tools during their clinical and student teaching internships. CUC will continue to build upon these newly acquired skills to further increase and improve candidates' use of technology in their lessons.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All undergraduate education majors must take and pass EDUC 2090 Characteristics during their freshman or sophomore year. This course introduces students to the identification of physical, psychological, behavioral/social, and academic characteristics and needs of exceptional learners including students with learning disabilities and those with gifts and talents. In this course teacher candidates learn the basics of developing lessons that meet the diverse needs of students, which include students with IEPs or 504 plans. They also learn of the importance of accommodations and/or modifications that are appropriate for specific student learning profiles. All students enrolled in EDUC 2090 are required to complete 12 hours of field experience. During the course, candidates are required to complete a review of a student's special education record, observations of a MTSS or problem solving team meeting, observations of an IEP meeting, observation of a special educator working with students with IEP's in a special education instructional or resource classroom, observations of a general education teacher working with students with IEPs in a general education classroom , and assisting students under the direction of the cooperating teachers by reviewing or practicing skills that have been previously taught. Field experience placements are in classrooms with exceptional learners in schools with diverse settings in the Chicago-land area. Additionally all education majors are required to take and pass EDUC 2050 Teaching in Diverse Classrooms. Though the focus of this class is on students who are English Language Learners, professors also include discussion on including students with disabilities and other diverse needs. Throughout their clinical and methods courses students continue to build on these early skills by planning, developing and implementing lesson plans that include considerations for exceptional learners. Both secondary and elementary MAT students are required to take and pass EDUC 6290 Characteristics and Instruction of Exceptional Learners. This course also requires students to complete field experience in special education and inclusion classrooms and demonstrate their ability to develop a unit plan that meets the needs of students with various disabilities.

   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.***

   While enrolled in EDUC 2090 or EDUC 6290 all education majors learn about their roles and responsibilities as members of the IEP team and participate in a mock IEP meeting. Teacher candidates also participate in IEP meetings during the student teaching internship.

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

   All undergraduate education majors must take and pass EDUC 2050 Teaching in Diverse Classrooms. This course is usually taken during the junior or sophomore year. The focus of this course is on developing dispositions and lessons to meet the needs of students who are English Language Learners. All students enrolled in this course are required to complete 8 hours of field experience at our partner school, whose demographic includes a high percentage of students who are English Language Learners. During this field experience each teacher candidate is involved with the Response to Intervention (RtI) at the school. Specifically, each candidate meets with a student or a small group of students for 10 consecutive weeks. This experience allows the candidate to see student growth as a result of their interventions. Students are introduced to the Concordia University Chicago lesson plan template that includes a section that requires students to plan and implement differentiated instruction to meet the needs of diverse students. Candidates are required to develop and write two lesson plans specific to the students in the classroom. This lesson plan template is used throughout all education programs and coursework. Additionally, coursework leading to the ESL endorsement is built into the Early Childhood program of study, thus preparing students in this major to teach students who are English Language Learners. The ability of the secondary MAT candidates to plan lessons to meet the needs of diverse learners is assessed in EDSC 6570. In this course, all candidates must plan a lesson, teach the lesson, and complete a mini edTPA. Elementary MAT students are required to take 2 courses at the foundational level that address diversity and working with students who are English Language Learners. Candidates must pass the courses with a B or better in order to be admitted to the College of Education. Unit/lesson objectives must utilize support for the diverse learning needs of students. Assessments (formal and informal) must demonstrate differentiation to support the diverse learning needs of students. Teacher Education candidates also complete their field experiences in diverse schools. The Illinois State Certification Board requires that all Teacher Education students complete 100 hours in pre-professional clinical

experiences prior to the Student Teaching Internship. The purpose of these clinical hours is to expose students to a variety of situations with respect to students (age groups, ability levels, and ethnic backgrounds), teaching (classroom styles and organization) and types of schools.

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**

Concordia University Chicago special education majors usually take and pass the two foundation education courses mentioned above. Special Education Teacher candidates complete their professional coursework in blocks. Each of the blocks have a particular focus and grade level span. For instance, in Block I teacher candidates do their clinical experiences at the elementary level working with special education teachers who teach students with high incidence disabilities. In Block II, teacher candidates work with special education teachers at either the middle or high school levels that work with students with low incidence disabilities. In block III, the focus is collaboration and inclusion and teacher candidates work with cooperating teachers who are co-teaching, providing services within the general education classroom, and are working collaboratively with other related service staff at any of the grade levels. This allows students to have varied experiences working with students of various ages with differing needs. Teacher candidates complete 120 hours of clinical experience in the following courses: Block I EDSP 4751: Characteristics of Students with Special Needs: High Incidence EDSP 4752: Instructional Strategies and Curricular Adaptations for Students with Special Needs: High Incidence EDSP 4753: Identification and Education of Young Children with Special Needs EDSP 4754: Assessment of Individuals with Disabilities Block II EDSP 4761: Characteristics of Students with Special Needs: Low incidence EDSP 4762: Instructional Strategies and Curricular Adaptations for Students with Special Needs: Low Incidence EDSP 4763: Adaptive and Assistive Technology for Individuals with Disabilities Block III: EDSP 4771: Educational Collaboration EDSP 4772: Including Individuals with Disabilities in School and Community EDSP 4773: Classroom Behavior Support and Management Student Teaching: EDSP 4990: Special Education Student Teaching Internship. The student teaching experience is sixteen weeks long. The candidate is placed with a cooperating teacher with at least three years of teaching experience who is a certified special education teacher licensed by the state of Illinois. Candidates gradually assume full responsibility for their mentor teachers' teaching schedule and are expected to complete at least ten weeks of full time teaching.

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.***

While enrolled in EDUC 2090 all education majors learn about their roles as teachers in the IEP team and participate in a mock IEP meeting. All special education majors are able to participate in actual IEP meetings during their clinical and methods courses when appropriate. The student teaching internship provides multiple opportunity for special education majors to participate as an IEP team member.

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

All special education majors must take and pass EDUC 2050 Teaching in Diverse Classrooms. This course is usually taken during the junior or sophomore year. The focus of this course is on developing dispositions and lessons to meet the needs of students who are English Language Learners. All students enrolled in this course are required to complete 10 hours of field experience at our partner school, whose demographic includes a high percentage of students who are English Language Learners. During this field experience each teacher candidate is involved with the Response to Intervention (RtI) at the school. Specifically, each candidate meets with a student or a small group of students for 10 consecutive weeks. This experience allows the candidate to see student growth as a result of their interventions. Students are introduced to the Concordia University Chicago lesson plan template that includes a section that requires students to plan and implement differentiated instruction to meet the needs of diverse students. Candidates are required to develop and write two lesson plans specific to the students in the classroom. This lesson plan template is used throughout all education coursework and programs.

Contextual Information

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

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

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.

Our teacher preparation programs all have four components: general education; specific subject areas content; professional education; and field/clinical experiences in various diverse classroom settings. Our unit assessment system has been updated to a new online system that facilitates more timely data collection and a university wide central repository of data for program prospectuses, syllabi, and improvement and analysis of candidates' strengths and weaknesses. Currently a yearly report of summary data for the education unit is collected and published to the university portal. This report gives summary data by program and department for analysis and revision of programs, courses, and the like.

Supporting Files

No files have been provided.

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

Report Card Certification

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:

John Schwartz

TITLE:

Director of Assessment

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:

Peggy Snowden

TITLE:

Interim Associate Dean, COE