



Centralia College  
Traditional Report AY 2022-23  
Washington



100% COMPLETE  
STATUS: IN PROGRESS

## 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**

234845

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

600 Centralia College Blvd.

**CITY**

Centralia

**STATE**

Washington

**ZIP**

98531

**SALUTATION**

Ms.

**FIRST NAME**

Connie

**LAST NAME**

Smejkal

**PHONE**

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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), 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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## 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	

Total number of teacher preparation programs:

1

# 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\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

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

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 type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input 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 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 type="radio"/> Yes <input checked="" 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: edTPA, NES I, NES II, WEST-E (if dual endorsed in SPED)	<input type="radio"/> Yes <input checked="" 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.)

2.5

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

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

During admissions, all applicants are required to provide scores for ACT or SAT or basic skills test. Completion of the test is required for admissions. There is no minimum score required for admissions.

## 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 type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input 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. 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.)

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

## 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	<input type="text" value="99"/>
Number of clock hours required for student teaching	<input type="text" value="450"/>

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)

2.25

[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)

8

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

35

Number of students in supervised clinical experience during this academic year

17

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

The program has a dual endorsement option. Students who complete both elementary education and special education have two cooperating teachers in K-12 and all school principals are involved with supervising teaching candidates in their student teaching experience.

# 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	48
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	7	3
Female	41	13
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	2	1
Black or African American	0	0
Hispanic/Latino of any race	5	2
Native Hawaiian or Other Pacific Islander	0	0
White	40	13



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

## 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	4

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	16
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

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

## 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	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="16"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

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

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

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

# 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:

We offer and endorsement in Special Education. Prior to beginning the program, we met with administrators from school districts within our service district to determine their needs, and they reported a high need for elementary education as well as special education teachers. They also reported a need for general education teachers to have training in special education topics as many students are streamlined in the regular education classrooms or may be undiagnosed. All students seeking Elementary Education and students seeking dual endorsements in Elementary Education and Special Education complete a core set of courses in academics, education laws, and instructional decisions required in schools. Courses embed teaching to a wide variety of abilities and learning styles, so ELL is also discussed. Our area is rural so with the "grow your own" format, students have been able to student teach in these areas which are rural and low-income. The placement coordinator has contacts at all of the school districts and is able to able to



communicate quickly and effectively with all district partners. The programs PEAB includes representatives from a variety of our school partners. The PEAB provides guidance on continual needs in local districts and improvements in curriculum and or instructional delivery. Surveys are provided to principals and superintendents that host student teaching candidates to rate the skills and effectiveness of the programs preparation of the candidates. K-12 superintendents and principals participate in "mock" interviews for seniors. The feedback from student readiness in interviews is also considered when implementing continuous improvements in the program.

# 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\(a\)\)](#)

**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 mathematics 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 mathematics 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 mathematics in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# 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\(a\)\)](#)

**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 science 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 science 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 science in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# 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.

6 completers earn a special education endorsement.

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:

There were six students with the intent to earn a dual endorsement, which would include an endorsement in special education. As the students experienced special education practicum classrooms and gained more experience in the classroom environment, two students determined special education was not a field they desired to work in. Therefore, we had four students complete with a special education endorsement. While the strategy we used to achieve our goal, ensuring students interested in special education received practicum experience, in a special education classroom, in the first year of their program, provided students with clarity in their teaching goals, it did not help us retain the six students through completion of a dual endorsement. The students did complete their endorsement in elementary education and are now certificated teachers. While we did not achieve the goal of completers, we did achieve a goal of 1) six students were exposed to more special education curriculum and practicum experiences, 2) the

students who opted out of special education did complete their goal of becoming a teacher and earning their initial certification.

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

The intent of our program is to ensure elementary education teachers have the knowledge and skills to be inclusive of all students, including special education students, in their general classrooms. This is accomplished by ensuring all students completed by requiring all students to complete coursework in special education. We are accomplishing this and providing a pathway for those investing in special education to earn a dual endorsement.

## 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.**

Ten students show interest in special education and complete at least one special education course required for dual endorsement. Of the students enrolled in at least one special education course, 60% complete all special education courses, successfully complete student teaching and are certified in special education.

## 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.**

Ten students show interest in special education and complete at least one special education course required for dual endorsement. Of the students enrolled in at least one special education course, 60% complete all special education courses, successfully complete student teaching and are certified in special education.

# 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. [\(\\$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 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 (%)
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	10	219	6	60
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	19	246	18	95
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	19	233	15	79
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	11	224	6	55
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	19	247	18	95
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	18	243	15	83
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	10	261	10	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			

## 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 (%)
Other enrolled students	2		
All program completers, 2022-23	26	17	65
All program completers, 2021-22	48	46	96
All program completers, 2020-21	44	36	82
All program completers, combined 3 academic years	118	99	84

# 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:

NWCCU (accreditation) and Professional Educator Standards Board (approved teacher prep program)

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [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.

## 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.

Students are required to take EDUC 330, Technology & Teaching. This course focuses on various education technologies, ranging from classroom equipment to online learning management systems, with a particular focus on students' physical and emotional safety. Topics will include ways in which learning occurs differently through technology, how it can be utilized to increase engagement, and how online tools can offer various methods to collect formative and summative assessment data. Emphasis will also be placed on using video recording technology to capture and share instructor for the purpose of online analysis and reflection. OUTCOMES: A) Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community; B) Ensure cultural competence in teaching through adapting learner centered curricula that engage student in a variety of culturally responsive strategies; C) Foster positive, inclusive, learning settings in cognitive, behavior, language, physical and social domains to create a safe and productive learning environment; F) Understand and apply knowledge regarding the development and learning of children and young adolescents and how teachers can connect learning to students' communities; G) Establish classroom communities that foster student engagement, learning and positive relationships; H) Use inquiry to effectively design and execute instructional plans and strategies that support diverse student learning within and across academic content areas; I Design and implement a wide range of assessment strategies to inform instruction and support learning within and across academic areas; J) Understand the foundations of special education. OBJECTIVES: Utilize technology to assist in the creation of learning communities that facilitate communication amongst educators, students, and families; Model effective and safe use of technology, while increasing students' capacity to use technology; Implement the use of technology to development student capacity for self (formative) assessment; Implement the use of technology to assess the student learning; Utilize technology as a tool across content areas, including effective student research;

Understand individual, social, and cultural factors that influence interpersonal communication, such as internal and external noise and perceptions of self and others; Implement the use of technology to allow for the inclusion of diverse learners in the general education classroom. All students use EdThena software throughout their coursework. This software allows for video recording and uploads. This provides multiple opportunities for the students to engage with technology, record classroom instruction, provide self-reflection to their teaching, allow others (peers, teachers, student teaching supervisors) the ability to provide feedback at specific video points to enhance clarity of feedback and provide more informative feedback on their teaching.

# 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

The following courses are required of all Elementary Education students: EDUC 300 – Intro to SPED This course provides an introduction to the terminology, identification, and issues when addressing the needs of diverse students with disabilities. Emphasis will be placed on inclusion, diversity issues, federal and state legislation related to nondiscriminatory assessments, parental involvement, individualized education programs; and professional practice and foundations in special education. EDUC 350 – Diversity in Students Using theory, research and practice, students will understand and recognize issues of diversity. Behavioral supports will be assessed relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. Participants will learn strategies that involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 400 – Education and the Law Examine educational law emphasizing rights and responsibilities of students and teachers, and current issues of education and special education. Explore current legislation, issues and trends related to schools and special education. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds, and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

#### 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*.

The following courses prepared students to participate as a team members for IEPs: EDUC 300 – Intro to SPED This course provides an introduction to the terminology, identification, and issues when addressing the needs of diverse students with disabilities. Emphasis will be placed on inclusion, diversity issues, federal and state legislation related to nondiscriminatory assessments, parental involvement, individualized education programs; and professional practice and foundations in special education. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 400 – Education and the Law Examine educational law emphasizing rights and responsibilities of students and teachers, and current issues of education and special education. Explore current legislation, issues and trends related to schools and special education. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds, and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

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

The following courses prepared students to teach students who are ELL: EDUC 350 – Diversity in Students Using theory, research and practice, students will understand and recognize issues of diversity. Behavioral supports will be assessed relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. Participants will learn strategies that involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 400 – Education and the Law Examine educational law emphasizing rights and responsibilities of students and teachers, and current issues of education and special education. Explore current legislation, issues and trends related to schools and



special education. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds, and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

## 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

The following courses were required to learn how to teach students with disabilities effectively: EDUC 300 – Intro to SPED This course provides an introduction to the terminology, identification, and issues when addressing the needs of diverse students with disabilities. Emphasis will be placed on inclusion, diversity issues, federal and state legislation related to nondiscriminatory assessments, parental involvement, individualized education programs; and professional practice and foundations in special education. EDUC 350 – Diversity in Students Using theory, research and practice, students will understand and recognize issues of diversity. Behavioral supports will be assessed relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. Participants will learn strategies that involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 380 – Typical & Atypical Child Development Examine typical and atypical development. Identify characteristics of differing abilities, including physical or medical needs and effects disabilities have on educational implications and individual and family lives. EDUC 385 – SPED Assessment This course provides potential special education teachers with knowledge and experience in assessment issues as they relate to students with disabilities. The course material is intended to provide development of skills in the use of assessment for eligibility determination, program planning and improvement, reporting/communicating results to stakeholders, participation in large scale assessment, as well as the legal, ethical and professional assessment issues. EDUC 410 – Exceptional Learners This course will identify effective, research-based instructional strategies, accommodations, and adaptations for learners with diverse academic and behavioral needs. Participants will demonstrate how to make data-based decisions informed by multiple measures of evidence. A significant focus of this course will be on academic and behavioral issues presented by students with disabilities and others at risk in the general education classroom. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

### 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*.

The following courses were required to learn to participate as an IEP team member: EDUC 300 – Intro to SPED This course provides an introduction to the terminology, identification, and issues when addressing the needs of diverse students with disabilities. Emphasis will be placed on inclusion, diversity issues, federal and state legislation related to nondiscriminatory assessments, parental involvement, individualized education programs; and professional practice and foundations in special education. EDUC 350 – Diversity in Students Using theory, research and practice, students will understand and recognize issues of diversity. Behavioral supports will be assessed relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. Participants will learn strategies that involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 380 – Typical & Atypical Child Development Examine typical and atypical development. Identify characteristics of differing abilities, including physical or medical needs and effects disabilities have on educational implications and individual and family lives. EDUC 385 – SPED Assessment This course provides potential special education teachers with knowledge and experience in assessment issues as they relate to students with disabilities. The course material is intended to provide development of skills in the use of assessment for eligibility determination, program planning and improvement, reporting/communicating results to stakeholders, participation in large scale assessment, as well as the legal, ethical and professional assessment issues. EDUC 410 – Exceptional Learners This course will identify effective, research-based instructional strategies, accommodations, and adaptations for learners with diverse academic and behavioral needs. Participants will demonstrate how to make data-based decisions informed by multiple measures of evidence. A significant focus of this course will be on academic and behavioral issues presented by students with disabilities and others at risk in the general education classroom. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

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

The following courses were required to teach students who are limited English proficient: EDUC 350 – Diversity in Students Using theory, research and practice, students will understand and recognize issues of diversity. Behavioral supports will be assessed relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. Participants will learn strategies that involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments. EDUC 360 – Assessment and Evaluation Participants will explore principles of sound formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments for individual needs of students in classrooms. EDUC 400 – Education and the Law Examine educational law emphasizing rights and responsibilities of students and teachers, and current issues of education and special education. Explore current legislation, issues and trends related to schools and special education. EDUC 420 – Curriculum and Instruction Explore a wide variety of evidence-based instructional strategies for successful education of students with differing social and cultural backgrounds and learning styles. Plan and implement class activities that involve students in an active and safe learning environment that promotes strong relationships in an inclusive setting.

# Contextual Information

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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.

## 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

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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:

TITLE:

## 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:

TITLE: