



Grace College
Traditional Report AY 2019-20
Indiana



0% 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Hand

PHONE

(574) 372-5100

EMAIL

handfa@grace.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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
13.1202	Elementary Education	UG	
13.1	Special Education	PG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

9

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

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Teacher Work Sample"/>	<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.)

2.5

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

No changes were made in EPP entrance or exit requirements. The impact of COVID-19, however, was seen through a decline in the number of students achieving candidacy status in spring 2020. As testing centers closed, students needing to take the Praxis CORE basic skills exam for candidacy were unable to do so, and as the institution transitioned to remote learning, spring candidate interviews were canceled. Additionally, although the institution allowed the option of credit/no-credit for students enrolled in spring 2020, all education majors were required to request grades for all courses.

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	<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
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

Element	Admission	Completion
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

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

Number of clock hours required for student teaching

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

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

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)

3

[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)

18

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

133

Number of students in supervised clinical experience during this academic year

116

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

COVID-19 context: The requirements set forth in 511 IAC 15-1-2, -2-2, -3-2, -4-2, & -5-2 are hereby modified, as described below, to the extent these provisions require teacher candidates seeking initial licensure to complete a minimum of ten (10) weeks of full-time student teaching: a. Teacher candidates may continue to meet their student teaching requirements by participating in remote learning; or b. If a teacher candidate cannot meet the ten (10) week requirement by participating in remote learning, and if the teacher candidate's education preparation program and supervising educator certify the student is prepared to seek an initial license, the ten (10) week requirement is waived for that student teacher candidate. The closure of partner school districts in spring 2020 resulted in shortened student teaching experience (normally, a 16-week experience). Prior to school closures, however, Grace student teachers had just completed the required ten (10) weeks minimum. Additional hours were then completed in remote settings and varied based on individual school and classroom needs.

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

2019-20 Total	
Total Number of Individuals Enrolled	108
Subset of Program Completers	44

Gender	Total Enrolled	Subset of Program Completers
Male	14	9
Female	94	35
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	0	0
Black or African American	0	0
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	105	43

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	1
No Race/Ethnicity Reported	0	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](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by 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	<input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="25"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	19
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	1
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	4
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	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	6
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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 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	<input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="25"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="19"/>
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" value="1"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	4
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	6
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	6
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"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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:

Grace College School of Education is currently accredited by the National Council for Accreditation (NCATE Legacy) and seeking continuing CAEP accreditation in spring 2022. The School of Education is approved as an Educator Preparation Provider (EPP) by the Indiana Department of Education and by the Association of Christian Schools International (ASCI). The School of Education houses the undergrad Elementary Education Program, the Teaching All Learners undergrad program (a dual-licensure program in elementary education and mild intervention), and has oversight of six secondary education undergrad programs. The SOE also houses an online, advanced Intense Intervention Program which was added to SOE course offerings in fall 2019. The intense intervention program is available (simultaneously, with the undergrad program) to current TAL majors as well as to practicing teachers who hold an Indiana Educator License in mild intervention (or comparable certification) and who are seeking to add Intense Intervention to their license. Of the eight undergrad programs, six have been reviewed by their corresponding Specialized Professional Associations (SPAs), with five having achieved "Nationally Recognized" status and one "Nationally Recognized with Conditions" status. The two remaining undergrad programs are in

process of a low-numbers state review. Grace School of Education prepares candidates in core academic subjects for effective pedagogical practice and professional engagement. This includes helping candidates make workable connections between theory and applied practice, preparing them to meet the diverse needs of learners in various educational contexts. All SOE programs incorporate CAEP diversity standards as well as those of corresponding SPAs. EPP key assessments as well as SPA assessments address the needs of all students including English language learners, students with special needs, and students from diverse language and learning backgrounds. SOE candidates are instructed in techniques to assess current learning, typically beginning in the first year of the program. These techniques are introduced through a differentiated and universal design for learning approach. This establishes the foundational principles of identifying, assessing, and instructing the diverse learning needs of all students. During field experiences in the 2nd and 3rd year, candidates engage in multiple learning tasks in which they perform guided instructional planning driven by pre-assessment, formative assessment, and post-assessment. These learning tasks provide candidates with significant opportunities to build a strong knowledge and skill base in student learning. All candidates take a class, "Teaching Exceptional Learners," which prepares them to effectively provide instruction to children with various disabilities and other special needs. During field experience for this course, the candidates spend time shadowing a special educator in a local school system. The intent of this experience is to familiarize candidates with the roles and responsibilities of the special education teacher as well as interact with students with exceptionalities in a general education setting. Candidates also conduct a triangulated interview with a student with a disability, the student's teacher, and family. This experience allows candidates to understand multiple perspectives and the impact of the disability on the student's academic, social, and emotional performance along with the impact on the family support systems. All candidates are also required to take a diversity course, Teaching in a Pluralistic Society, which develops understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion and ability. The focus is on increasing knowledge and respect for the diverse child in the classroom setting. As a requirement for this course, students spend one day at an urban all-boys charter school in Fort Wayne, IN and spend two evenings at the local Alternative Learning Center where they work with adults who are learning English as a second language. Due to the impact of COVID-19 and closure of area schools mid-March of 2020, however, these field experiences were canceled for the spring B session of 2020. Embracing the ideology that "Teaching must be characterized as a career deeply influenced by moral practice" (Fenstermacher, 1990, in Goodlad, et. Al), the SOE works closely with local education agencies (LEAs) and other stakeholders to instill the principles of character, competence, and service into future educators. The practice of these principles is applied through field experiences and clinical practice, which are essential components of our teacher preparation program. Classroom supervisors for field/clinical placements are fully licensed by the Indiana Department of Education and placements are jointly decided upon between P-12 school administration, course faculty, and the field/clinical experience director. Candidates engage in field experience beginning in their first year of study with the foundational course, SED 1000 Teaching School in America. Field experiences continue throughout the program and have been planned and sequenced to enable candidates to develop and apply their content and pedagogical knowledge in real classroom learning situations. Components of content and developmental standards for each candidate's licensing area are applied in field and clinical experiences culminating in a semester-long student teaching clinical placement. With the support and cooperation of local school administration, Grace School of Education has adopted the co-teaching model for student teaching, which assures that our graduates have had a scaffolded induction into the profession. College supervisors, P-12 supervising teachers and student teachers participate in annual co-teaching training. Student teachers work with their supervising teachers to ensure that they are mentored and are entrusted with an adequate amount of time in which to perform the duties of a lead teacher, including planning, instruction, assessment, and record keeping. Due to the impact of COVID-19 and closure of area schools mid-March of 2020, however, in-person student teaching requirements were shortened. Student teachers transitioned to E-Learning for the remainder of their clinical placement. Strong partnerships with LEAs and administration keep faculty and candidates abreast of the current and projected needs. The SOE works closely with LEAs to explore ways in which those needs can be met. Endeavoring to help address identified needs of a partner LEA, the SOE collaborated with Warsaw Community Schools (WCS) in spring 2020 on a pilot program proposal for an Indiana Teacher Residency Grant. WCS was a recipient of a planning grant to support the development of a WCS/Grace College Teacher Residency Program. Work on the Teacher Residency Program commenced fall of 2020. Collaborative engagement with LEAS, administration and other stakeholders is foundational to the success of our teacher preparation program. P-12 practicing educators who model best practice in education teach a variety of our courses. Local administrators and P-12 educators participate in SOE workshops, are presenters on professional panels, serve on committees, and assist in the evaluation of candidates throughout the year. Additionally, the School of Education partners with area schools with diverse student populations to create laboratory instructional/field components for our elementary education and TAL programs. Finally, in addition to field/clinical experience aimed at strengthening candidates' ability to meet the needs of all learners, membership in the Council for Exceptional Children (CEC) is strongly encouraged for all candidates. The CEC student chapter at Grace College holds one of the largest memberships of college student chapters in the state of Indiana. The Grace College chapter mentors and encourages area high school students who currently serve as peer mentors to consider the field of special education as a career choice. The CEC student chapter plans and hosts professional development seminars for all education majors to increase awareness of the knowledge and skills required to teach special education.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

The School of Education planned to increase the number of mathematics education students by one (1) participant.

3. Did your program meet the goal?

- Yes
 No

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

School of Education and the Department of Science and Mathematics faculty participate in recruitment practices (meeting with prospective candidates, attending institutional events, corresponding with prospective students through phone, text, and email). During advising, mathematics majors are encouraged to consider Mathematics Education as a course of study. As a result of recruiting efforts, two new participants were added to the mathematics education program in 2019-2020. Within the reporting year, however, one student left the program.

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

In order to encourage retention and support in secondary education programs, a faculty advisor from School of Education (the Chair of Secondary Education) is assigned as a second academic advisor of mathematics education students (this is in addition to a faculty advisor from the Department of Science and Mathematics). Given the Secondary Education Chair's licensure area and extensive P-12 experience is in teaching secondary mathematics, the School of Education is better positioned to encourage retention and support the needs of mathematics education students.

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

The Mathematics Education program underwent SPA program review for National Recognition in March 2019 and was granted National Recognition with Conditions status on 7/27/2019. During the 2019-2020 academic year, the School of Education collaborated with the Department of Science and Mathematics to address the conditions required for National Recognition. With assessment revisions and additions, along with realignment of some standards, the Mathematics Education program reapplied in fall 2020 and was awarded National Recognition on 1/31/2021.

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.

The School of Education plans to increase the number of mathematics education students by 1 participant.

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.

The School of Education plans to increase the number of mathematics education students by 1 participant.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

The School of Education planned to increase the number of life science education students by one (1) participant.

3. Did your program meet the goal?

- Yes
 No

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

Working jointly with the Office of Admissions, School of Education faculty and Department of Science and Mathematics (a unit of the School of Arts and Sciences) faculty participate in recruitment practices. These faculty meet with prospective candidates, attend institutional events, correspond with prospective students through phone, text, and email. During advising, life science majors are encouraged to consider Science Education as a course of study. In order to encourage retention and support in secondary education programs, a faculty advisor from School of Education (the Chair of Secondary Education) is assigned as a second academic advisor of life science education students (this is in addition to a faculty advisor from the Department of Science and Mathematics). As a result of recruiting efforts, two new participants entered the life science education program in 2019-2020 and were retained in the program through the remainder of the year. Additionally, the Life Science Education program graduated its largest cohort of completers (3) of the last 10 years .

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:

The Life Science Education program applied to the Indiana Department of Education for a low-numbers, state program review in spring 2021. In anticipation of this review, the School of Education collaborated with the Department of Science and Mathematics in 2019-2020 to reassess course alignment with Indiana REPA standards. Key assessments were also revised and realigned. The Life Science Education program is currently in process of state review.

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.

The School of Education plans to increase the number of life science education students by one (1) participant.

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 School of Education plans to increase the number of life science education students by one (1) participant.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

The School of Education planned to increase the number of students entering the Teaching All Learners program by at least one (1) participant. The TAL program is a dual-licensure program in elementary education and special education.

3. Did your program meet the goal?

- Yes
 No

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

Measures used to increase the number of prospective special education teachers enrolled at Grace College School of Education in 2019-2020 include the following:

- During advising, all Elementary Education majors are encouraged to consider adding the Teaching All Learners (TAL) special education program as a dual licensure option to their course of study. Any candidate who indicates interest in the TAL program personally meets with the special education department chair.
- School of Education faculty participate in recruitment practices (meeting with prospective candidates, attending institutional events, corresponding with prospective students through phone, text, and email). The department chair of the special education program, when available, meets with prospective students who indicate interest in special education as a career option.
- All education majors are encouraged to participate in The Council for Exceptional Children (CEC) Grace College chapter, which holds the largest membership of college student chapters in the state of Indiana. The Grace College chapter mentors and encourages area high school students who currently serve as peer mentors to consider the field of special education as a career choice. The CEC student chapter plans and hosts professional development seminars for all education majors to increase awareness of the knowledge and skills required to teach special education. The Grace College School of Education spent 2017-2018 and 2018-2019 planning and developing an intense intervention licensure program to commence January 2020. This program is for a) current undergraduate students seeking a dual licensure in elementary education and mild intervention who wish to add intense intervention, and b) practicing teachers who hold an initial Indiana teaching license in mild intervention license (or comparable license) wishing to add intense intervention. In Indiana, teachers of students with intense exceptional needs (Autism Spectrum Disorder, Emotional Disability, Moderate Mental Disability, Multiple Disabilities,

Orthopedic Impairment, Severe Mental Disability, Traumatic Brain Injury, Other Health Impairment) are required to hold the Exceptional Needs: Intense Intervention license. This additional program offering was designed with the intent of increasing enrollment numbers in this very high shortage area.

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

The director of the intense intervention program collaborated with the marketing department to launch several recruitment efforts. These included personal emails to every special education director and superintendent in the state of Indiana, targeted social media advertisements, informational flyers mailed to all special education alumni, and several recruitment meetings with prospective students and special education directors. Specifically, one prospective student delayed her deposit to Grace College until the program was officially approved by the IDOE. This student had another school chosen if the IDOE approval had not been given.

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
 No

8. Describe your goal.

The School of Education plans to increase the number of entering the Teaching All Learners (TAL) program by one (1) participant.

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
 No

10. Describe your goal.

The School of Education plans to increase the number of students entering the Teaching All Learners (TAL) program by five (5) participants, and the number of students entering the Intense Intervention program by (2) participants.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

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 (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.

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.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	23	258	22	96
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	29	257	29	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	30	249	30	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	25	251	23	92
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	29	258	29	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	30	248	29	97
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	25	243	19	76
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	29	250	25	86
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	30	241	28	93
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	25	247	24	96
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	29	251	29	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	30	245	29	97
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	25	238	20	80
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	29	237	26	90
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	30	237	29	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	6			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	7			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	14	259	14	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	15	247	15	100
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
045 -SCIENCE—LIFE SCIENCE 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 (%)
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	19	260	19	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	6			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	44	35	80
All program completers, 2018-19	35	29	83
All program completers, 2017-18	39	36	92

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\(a\)\(1\)\(E\)](#))

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:

NCATE

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Candidates see instructional technology implemented by professors across several schools in addition to the School of Education courses. School of Education faculty use MIMIO technology, including the use of interactive whiteboards, document cameras, hand-held pads, and voters. The School of Education faculty has been appointed as leaders in providing professional development in instructional technology across the institution. Instructional technology is introduced using the SAMR (Substitution, Augmentation, Modification, Replacement) Model in the course, Teaching and Learning. Candidates are required to design lessons that integrate instructional technology as well as provide justification (using the SAMR Model) for the integration of that technology. Candidates are expected to provide strong rationales for how the use of the developed technology in their lesson furthers student learning. Candidates also explore a multitude of instructional technologies in the course, Responsive and Differentiated Instruction. Candidates are required to integrate technology through a Universal Design for Learning approach as they plan differentiated instruction. Candidates have experience using these interactive tools in Grace College classes and are required to integrate instructional technology into their teaching and for student learning when engaged in clinical and internship sites. During student teaching, candidates design a data-driven project based on the Teacher Work Sample. Candidates consider contextual factors, formative assessment data, and standardized test data to create a data-informed curricular unit. Candidates assess, collect and manage data, and report results using technology. The reporting of the data is presented in graphs and charts to facilitate comparative data analysis as well as individual evaluation. The Teacher Work Sample also requires candidates to use many of the principles of

Universal Design for Learning, including the use of multiple modes of representation, engagement, and expression as evidenced in the instructional and assessment plans. Principles of UDL are also applied in other School of Education courses for lesson and unit planning.

Teacher Training

THIS PAGE INCLUDES:

>> [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 candidates take a class, Teaching Exceptional Learners, which prepares them to effectively provide instruction to students with various disabilities and other special needs. This course is designed for prospective teachers, elementary or secondary, and any interested persons working with children with disabilities at home or in social agencies. The intent is to develop an introduction to individuals with exceptionalities and practical strategies to assist learners in an educational setting. This course examines the types of exceptionalities, the laws that apply to them, as well as adaptations and special services that are provided to them in a general education setting and in alternative educational settings. Candidates learn about the power of language for fostering self-expression, identity development, and learning, as well as the importance of using current and appropriate terminology (including people-first language) related to people with exceptionalities. Candidates become familiar with federal and state laws related to special education, including IDEA and explore student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students. Candidates review the process of RTI and learn about the general educator's role in RTI. They study disproportionality related to language, cultural, gender, societal, and economic differences in special education. Candidates explore the general educator's role and responsibilities in the special education process and seek resources, instructional strategies, and instructional and adaptive technology to assist learners with exceptionalities in the general education setting. Finally, candidates are introduced to Universal Design for Learning in this course and begin to explore various barriers and solutions for all learners. This foundational introduction in UDL is then developed and expanded upon in a required course, Responsive & Differentiated Instruction. In this course, candidates develop an understanding of differentiation principles and guidelines and then build on their knowledge of UDL to design an instructional plan that addresses various student needs, including individuals with disabilities. Finally, candidates are provided opportunities to hone their skills of teaching students with disabilities effectively within their student teaching placement and are formally evaluated on that performance.

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*.

During the course, Teaching Exceptional Learners, candidates develop an understanding of the IEP process and learn about the role of the general education teacher within an IEP team. Candidates are expected to attend and participate as appropriate in IEP meetings during their student teaching experience.

c. Effectively teach students who are limited English proficient.

During the course, Responsive & Differentiated Instruction, candidates develop their understanding and ability to apply differentiated instruction to a variety of learners, including English Language Learners. Candidates design a unit plan that implements UDL as well as differentiation guidelines and principles. Candidates create solutions to accessibility and language barriers that English Language Learners often face. During the course, Teaching in a Pluralistic Society, candidates spend one day at an urban all-boys charter school in Fort Wayne, IN and spend two evenings at a local Alternative Learning Center where they work with adults who are learning English as a second language. During the methods block of coursework, candidates participate in practicum experiences and design differentiated instruction to address the needs of English Language Learners.

2. Does your program prepare special education teachers?

 Yes

 No

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

a. Teach students with disabilities effectively

Special education candidates progress through a series of coursework designed to develop a foundational knowledge and understanding of the developmental characteristics of students with exceptionalities then apply that knowledge through an in-depth study of effective and research-based strategies for students with a range of disabilities. Candidates have opportunities to develop specialized instruction designed to support students in meeting their IEP goals. Candidates apply their knowledge in practicum and clinical experiences that are scaffolded throughout their program. In the course, Teaching Students with Emotional and Behavioral Disabilities, candidates learn to address behavior through the administration of functional behavioral assessments and implementation of behavior intervention plans. Candidates then learn best practices in instructional strategies that support the behavioral needs of students with disabilities. They then apply this in practicum and clinical experiences. Candidates receive instruction in the course, Inclusion & Collaboration, which focuses on individualized adaptations & supports as well as inclusive practices that focus on providing effective instruction for students with disabilities in the general education setting. Finally, candidates expand their skills to include transition assessment, planning and instruction for students with disabilities at the secondary level in the now required course, Secondary Special Education Seminar. Candidates demonstrate their proficiency of their ability to teach students with disabilities in their student teaching semester.

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

Special Education Candidates participate in an in-depth study of the policy and practices regarding IDEA, LRE, and the IEP Process in the course, Policy & Practices in Special Education. Candidates observe IEP teams in action. Candidates are given a case study and conduct their own mock IEP Case Conference. Candidates collaborate with their peers in participating as a member of an IEP team. Candidates then write an IEP based on the case conference proceedings. Candidates are required to attend case conferences in multiple practicum experiences and are expected to attend and participate in case conferences during their student teaching. Candidates also participate as an IEP team member with transition planning.

c. Effectively teach students who are limited English proficient.

Special Education Candidates receive instruction on teaching students who are English Language Learners specifically in the course, Strategies for Mild Intervention. In this course, candidates study and apply strategies to enhance the language and communication development of students with disabilities who also have limited English Proficiency. During the course, Responsive & Differentiated Instruction, candidates develop their understanding and ability to apply differentiated instruction to a variety of learners, including English Language Learners. Candidates design a unit plan that implements UDL as well as differentiation guidelines and principles. Candidates create solutions to accessibility and language barriers that English Language Learners often face. In Literacy 3: Diagnosis & Correction, special education candidates design a Language and Communication Focused Lesson (L&C) Plan that assesses candidates' proficiency in knowledge and skill of instructing students with delayed language levels. This includes students with exceptionalities as well as English Language Learners. The candidate demonstrates the ability to analyze student data on language development, plan instruction and interventions informed by that data that promote all aspects of the student's language development. Special education teacher candidates read, study, and analyze data from a case study and subsequently develop an instructional plan that includes specialized strategies and research-based methods to promote language development.

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.

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.

A strength of our program is the collaborative partnership with P-12 schools. Current and former K-12 administrators serve as evaluators of candidate projects and interviews, guest speakers, panel members, members of our advisory council, and adjunct faculty members. They validate current policies and procedures in the K-12 schools. Another strength is our early and frequent field experiences; candidates have a 20-hour placement in the very first course. Our student Council for Exceptional Children chapter is the largest in Indiana and partners with local schools and the community to increase awareness and support for individuals with disabilities.

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
