



Valparaiso University  
Traditional Report AY 2019-20  
Indiana



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

152600

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1800 Chapel Drive

Meier Hall

CITY

Valparaiso

STATE

Indiana



ZIP

46383

SALUTATION

Mr.



FIRST NAME

Douglas

LAST NAME

Wassilak

**PHONE**

(219) 464-5458

**EMAIL**

douglas.wassilak@valpo.edu

# 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))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

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	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	

Total number of teacher preparation programs:





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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

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

3

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

## 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
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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<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	<div>150</div>
Number of clock hours required for student teaching	<div>490</div>

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	<div></div>
Number of years required for teaching as the teacher of record in a classroom	<div></div>

All Programs

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

13

[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)

2

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

0

Number of students in supervised clinical experience during this academic year

212

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

# 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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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	81
Subset of Program Completers	31

Gender	Total Enrolled	Subset of Program Completers
Male	23	9
Female	58	22
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	0
Black or African American	0	0
Hispanic/Latino of any race	9	0
Native Hawaiian or Other Pacific Islander	0	0
White	67	29

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	2
No Race/Ethnicity Reported	0	0

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	<div>4</div>
13.1202	Teacher Education - Elementary Education	<div>16</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="5"/>
13.1312	Teacher Education - Music	<input type="text" value="2"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="3"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="3"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>



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

## 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"/>
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" value="1"/>
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	5 <input type="text"/>
13.1312	Teacher Education - Music	2 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	3 <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	3 <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"/>
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: <div></div>	<div></div>

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:

Coursework that is aligned to address the needs of students is completed throughout the program. Students learn about teaching students with various needs, including language acquisition, special education, along with learning how to work with diverse students. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. Through PEP, we are able to regularly confer with our local school partners to identify teacher shortage areas and determine other professional needs of new and veteran teachers. Our annual graduate completer survey results and overall licensure test scores deliver confidence that our completers are well prepared and are able to perform as competent practitioners in the field.



# Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

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 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 goal for 2019-2020 is 5 prepared teachers.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole, as well as in specific program areas such as mathematics education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional Report Progress on Last Year's Goal (2018-19) Yes ? No Yes ? No high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, we continue to offer undergraduate scholarships through our Math, Science, and Engineering Education (MSEED) program. The MSEED program has led to an increase of our STEM education majors, as it allows students to earn a BS degree in mathematics or science, while earning a teaching license. These graduates are well prepared to serve in careers in mathematics and science education.

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 mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal for 2020-2021 is 5 prospective teachers.

## 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 goal for 2021-2022 is 3 prospective teachers.



# 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 goal is 5 prospective teachers in science.

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 science in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal is 3 prospective teachers in science.

## Set Next Year's Goal (2021-22)

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

- ☒ Yes  
☐ No

10. Describe your goal.

The goal is 3 prospective teachers in science.

# Annual Goals: Special Education

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

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

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

- [Quantifiable Goals](#)

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 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 goal is 5 prospective teachers.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole as well as in specific program areas such as special education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, we will continue to offer a minor in special education. Our teacher candidates have chosen this minor as a complement to their elementary or secondary education programs. Through various methods, we internally promote this program to our current teacher candidates as an excellent addition to their primary degree. The special education program is also specifically publicized at our recruiting events.

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 special education in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal is 5 prospective teachers.

## 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 goal is 5 prospective teachers.

# Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- [Quantifiable Goals](#)

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 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.

The goal is 2 prospective teachers.

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.

The goal is 2 prospective teachers.

## 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.

The goal is 2 prospective teachers.

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 (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	16	244	14	88
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	17	246	16	94
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	16	248	16	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	16	230	12	75

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, 2018-19	17	235	17	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	16	248	16	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	16	250	15	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	17	250	16	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	16	249	16	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	6			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	16	237	14	88
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	17	248	16	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	16	244	16	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	16	226	12	75
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	17	233	16	94
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	16	237	16	100
021 -ENGLISH LANGUAGE ARTS 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 (%)	
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1				
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	8				
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2				
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1				
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2019-20	2				
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	1				
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	4				
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	7				
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	7				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	4				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	2				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	6				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	4				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	6				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson Other enrolled students	4				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	2				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	6				
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	5				
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4				
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7				
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	6				
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5				
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8				
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7				
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2				
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1				
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1				
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2				
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1				
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3				
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1				
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson Other enrolled students	1				
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	4				
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1				
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4				
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	261	10	100	
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	258	22	100	
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	15	259	15	100	
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2				
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	3				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2017-18	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, 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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	31	26	84
All program completers, 2018-19	47	46	98
All program completers, 2017-18	38	38	100

# Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## 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:

(CAEP visit in Fall 2020)

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

- ☐ Yes
- ☒ No

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.

Our educator preparation program integrates technology throughout the entire curriculum. Alignment with the International Society for Technology in Education (ISTE) standards is evidenced in assessments and field work experiences throughout the program. Several of our key assessments require technology integration. We guide our teacher candidates to be thoughtful about how they use technology, asking the question John Dewey directs us to always consider when adopting new technology, "How might technology make the learning experience more educative or not?" In our required Designing Curriculum, Assessment, and Learning Plans (ED 357) course, students present on a range of technology, use SAMR and ISTE standards to evaluate pedagogic potential, and evaluate technology based on ability to scaffold acquisition, meaning, and transfer (UbD learning goals). Students include an e-learning day in their unit plan. Students upload their technology presentations onto a class padlet to use for reference during their unit design. In addition, technology is used for collecting, managing, and analyzing learning through the edTPA which is the capstone project conducted during the student teaching experience. Candidates must collect data on their students' learning, organize it into tables by criteria, and analyze it for insights into student learning. Teacher candidates are prepared to use the principles of universal design for learning throughout special education course work, including a course that is required for all education majors. In Fall 2020, the program reinstated a Technology in the Classroom course that is required for all program completers. This course teaches the various learning management systems and other technological resources that are available and used by teachers in the classrooms in our region.





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

The special education course required of all general education teachers addresses issues regarding disabilities, cultural/linguistic diversity, at-risk children, and high ability learners. The course surveys historical perspectives, categories, assessment, teaching strategies, and characteristics of disabilities. The purpose of the course is to introduce basic principles and concepts for understanding special education and students with special needs in the general education classroom. The history of special education, related legislation, special education/general education collaboration, education and related services, teaching approaches, and attitudes toward exceptional populations are examined. The characteristics of each disability, particularly high incidence disabilities, such as learning disabilities, mild/moderate intellectual disabilities, emotional/behavioral disorders, other health impairments, such as ADHD, and autism spectrum disorders are addressed in this course through discussion, computer simulations, and other activities. A field component allows teacher candidates to observe these characteristics in diverse general education settings.

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

General education teacher candidates learn what their roles are when they participate in individualized education program (IEP) teams and in the development of Section 504 accommodation plans. They also learn their roles in the various tiers of Response to Intervention (in Indiana, Response to Instruction)- RTI. General education teacher candidates learn that they have a major role in the first two levels of RTI models that predominantly occur within general education classrooms in terms of instructional methods, instructional and behavioral accommodations, and collection of progress monitoring data. Teacher candidates complete a detailed differentiation assignment in which they add assessment or instructional accommodations to ten previously written lesson plans for various students with learning or behavior problems, a high ability student, a student with a Section 504 plan, and a student with an IEP. They use case study assessment data to develop these plans. This course also addresses students with disabilities who are also English Language Learners. Teacher candidates complete various activities in which they discuss the need to differentiate between cultural/linguistic differences versus disabilities. All teacher candidates also take an English Language Learners methods course to address teaching K-12 students whose first language is not English. There are field work hours associated with this class. The final course taken by all general education teacher candidates is a course on teaching students with reading disabilities including students identified as having dyslexia. This course addresses characteristics, assessment, academic and behavioral interventions for K-12 students with reading problems at all levels of the RTI process.

c. Effectively teach students who are limited English proficient.

All education majors are required to take the English Language Learning Methods course. This course surveys current theory and practice in planning, implementing, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. It focuses on methodologies and techniques for teaching English as a new language, as well as evaluation of materials for various levels and instructional goals. This course includes a field experience.

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**

All people completing the special education program in the Department of education at Valparaiso University complete the following course work in Special Education: SPED 347/547: Characteristics of Individuals with Mild Disabilities; SPED 440/540: Learning Exceptionalities; SPED 441/541: Assistive Technology; SPED 444/644: Assessment in Special Education; SPED 445/645: Teaching Individuals with Mild Disabilities (gr. K – 12); SPED 449 : Supervised Teaching in General and Special Education; SPED 450/550: Models of Collaboration and Consultation in Special Education; SPED 451/551: Applied Behavior Analysis; SPED 466/566: Teaching reading to Students with Disabilities. Three of these courses (SPED 347/547, SPED 445/645, SPED 466/566) include practicum hours in schools during which special education teacher candidates teach students with mild disabilities using research-based effective teaching strategies they learned in the in-class component of each course. Teacher candidates in the special education program at Valparaiso University learn how to write Individual Education Programs (IEPs) in SPED 445/645 through the use of extensive case study information and the IN-IEP state of Indiana online IEP program used by all special educators in the state.

**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*.**

Teacher candidates are then required to participate as a member of an IEP team during their student teaching experience in special education. Special Education teacher candidates also participate in IEP team simulations in SPED 450/550. One of the topics in SPED 466/566 (Teaching of Reading to Students with Disabilities addresses how to teach the five major areas of reading (phonemic awareness, alphabetic principle, reading fluency, vocabulary, comprehension) to students who are English language learners. Special education teacher candidates also take the English Language Learner methods course and complete 10 hours of field work with students who are English Language Learners in that class.

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

All education majors are required to take the English Language Learning Methods course. This course surveys current theory and practice in planning, implementing, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. It focuses on methodologies and techniques for teaching English as a new language, as well as evaluation of materials for various levels and instructional goals. This course includes a field experience.

# 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.

Valparaiso University's Department of Education is nationally accredited--now under the auspices of the Council for the Accreditation of Educator Preparation (CAEP). Each of our approved programs is tied to both national and state standards, which are managed and measured through the Watermark/Taskstream assessment system. Teacher candidates must successfully matriculate through three key checkpoints and are assessed both academically and dispositionally.

## 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: