

Title II

Higher Education Act

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Southern Illinois - Edwardsville

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: Southern Illinois - Edwardsville

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Illinois

Address: Box 1062

Edwardsville, IL, 62026

Contact Name: Ms. Gretchen Fricke

Phone: 618-650-3580

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:

No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	Yes	Yes

Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.siue.edu/education/advisement/index.shtml>

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	380
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Unduplicated number of males enrolled in 2010-11:	222
Unduplicated number of females enrolled in 2010-11:	557

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	19
<i>Race</i>	
American Indian or Alaska Native:	10
Asian:	11
Black or African American:	55
Native Hawaiian or Other Pacific Islander:	5
White:	782
Two or more races:	16

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	220
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	53
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	787

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	49
Teacher Education - Early Childhood Education	54
Teacher Education - Elementary Education	112
Teacher Education - Junior High/Intermediate/Middle School Education	166
Teacher Education - Secondary Education	164

Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	20
Teacher Education - Business	0
Teacher Education - English/Language Arts	96
Teacher Education - Foreign Language	0
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	56
Teacher Education - Music	26
Teacher Education - Physical Education and Coaching	67
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	65
Teacher Education - Social Science	124
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	29
Teacher Education - Chemistry	6
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	30
Teacher Education - Physics	3
Teacher Education - Spanish	13
Teacher Education - Speech	10
Teacher Education - Geography	1
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	5
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other	3
Specify: Drama/Theater Arts	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-

11. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	40
Teacher Education - Early Childhood Education	53
Teacher Education - Elementary Education	110
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	34
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	3
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0

Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	1
Political Science and Government	3
Sociology	0
Visual and Performing Arts	11
History	27
Foreign Languages	6
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	24
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	20
Mathematics and Statistics	15
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	3
Geological and Earth Sciences/Geosciences	0
Physics	1
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 369

2009-10: 357

2008-09: 347

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: Increase pedagogical know</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The secondary and elementary mathematics methods course curriculum is updated annually, based on continual monitoring of journals and attendance at professional conferences.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Each year math faculty meet to review and analyze the content of math methods courses, change course materials, and adjust teaching activities accordingly. An example of one initiative that caused change is the adoption of the Common Core Standards for Mathematics.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Increase STEM ed offering</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>A center for STEM education was created and is providing curriculum and materials to areas schools and resources for preservice teachers.</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>A faculty member from the Department of Curriculum and Instruction has received releases to support the development of this center. Relationships have built across colleges and schools (Arts and Sciences, Pharmacy, Engineering, Nursing, and Education), which have resulted in teacher development grants. STEM strands are in varying stages of development and approval in the MAT programs and the Curriculum and Instruction Masters program.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: Increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Faculty from the Department of Special Education targeted potential candidates for early program entry and provided increased accessibility to coursework.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Faculty proposed curricular changes that will allow potential teacher candidates to enter the program sequence one year earlier. They have also modified the course schedule to accommodate teacher candidate needs, moving endorsement courses into an established sequence and also offering a summer block of courses. Special Education faculty also work collaboratively with Early Childhood faculty to encourage candidates to earn the special education early childhood approval. The Special Education program also offers electives to Curriculum and Instruction graduate students.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: Increased knowledge</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Embed experiences into existing courses.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The Educational Foundations faculty in cooperation with the College of Arts and Science faculty has developed a two-part program entitled, "Teaching ELLs in Mainstream Classrooms." These workshops are embedded in two courses required in the teacher education programs.</p> <p>In addition, Early Childhood and Elementary Education programs invited Spanish-speaking faculty to teach lessons in their native language. Candidates have first-hand experiences in understanding how their limited English proficiency students may feel and react to their lessons. Candidates debrief about the experience and the teacher provides ideas to help them teach LEP students.</p>
none	<p>Academic year: 2010-20</p>

Goal: none

Goal met?

Description of strategies used to achieve goal:

none

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

none

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Teacher candidates are placed in a variety of field placements (rural, urban, and metropolitan) as well as across the grade span in which they will be licensed. Through advisory boards and a strong presence of university supervisors in the field, teacher education programs collaborate with local schools to ensure that on campus instruction translates into teacher candidates' effective instructional practices in the partnership schools.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
101 -Apt: Birth To Grade 3 Evaluation Systems group of Pearson Other enrolled students	1				93	265
101 -Apt: Birth To Grade 3 Evaluation Systems group of Pearson All program completers, 2010-11	51	265	51	100	100	268
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2009-10	27	271	27	100	100	268
101 -APT: Birth to Grade 3 Evaluation Systems group of Pearson All program completers, 2008-09	22	267	22	100	100	267
103 -Apt: Grades 6-12 Evaluation Systems group of Pearson Other enrolled students	21	261	20	95	97	266
103 -Apt: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2010-11	100	261	99	99	99	266
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2009-10	116	265	116	100	100	267
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2008-09	105	263	105	100	100	267
104 -Apt: Grades K-12 Evaluation Systems group of Pearson Other enrolled students	22	263	21	95	96	264
104 -Apt: Grades K-12 Evaluation Systems group of Pearson All program completers, 2010-11	98	260	98	100	99	263
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2009-10	98	261	97	99	100	265
104 -APT: Grades K-12 Evaluation Systems group of Pearson All program completers, 2008-09	110	262	108	98	100	264
102 -Apt: Grades K-9 Evaluation Systems group of Pearson Other enrolled students	9				95	264
102 -Apt: Grades K-9 Evaluation Systems group of Pearson	110	264	110	100	100	266

All program completers, 2010-11						
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2009-10	111	266	111	100	100	267
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2008-09	107	266	107	100	100	266
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson Other enrolled students	373	263	372	100	99	265
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson All program completers, 2010-11	353	265	353	100	100	266
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson All program completers, 2009-10	344	265	344	100	100	265
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson All program completers, 2008-09	336	264	336	100	100	265
302 -Basic Skills Language Arts Evaluation Systems group of Pearson Other enrolled students	21	238	12	57	69	246
303 -Basic Skills Mathematics Evaluation Systems group of Pearson Other enrolled students	21	241	13	62	77	253
301 -Basic Skills Reading Comprehension Evaluation Systems group of Pearson Other enrolled students	21	244	13	62	75	250
304 -Basic Skills Writing Evaluation Systems group of Pearson Other enrolled students	21	248	20	95	96	253
141 -Drama/Theatre Arts Evaluation Systems group of Pearson All program completers, 2010-11	3				100	268
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	4				100	267
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	270
107 -Early Childhood Education Evaluation Systems group of Pearson Other enrolled students	36	257	33	92	88	255
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2010-11	52	256	52	100	99	259

107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	27	259	27	100	100	257
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2008-09	23	256	23	100	100	258
110 -Elementary /Middle Grades Evaluation Systems group of Pearson Other enrolled students	103	262	101	98	94	262
110 -Elementary /Middle Grades Evaluation Systems group of Pearson All program completers, 2010-11	110	265	110	100	100	264
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2009-10	112	265	112	100	100	265
110 -Elementary /Middle Grades Evaluation Systems group of Pearson All program completers, 2008-09	107	266	107	100	100	264
111 -English Language Arts Evaluation Systems group of Pearson Other enrolled students	12	272	12	100	98	266
111 -English Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	24	265	24	100	100	267
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	30	268	30	100	100	267
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2008-09	30	264	30	100	100	268
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	1				100	264
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2008-09	1				100	267
128 -Foreign Language: German Evaluation Systems group of Pearson Other enrolled students	1					
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2008-09	1				100	270
135 -Foreign Language: Spanish Evaluation Systems group of Pearson Other enrolled students	5				91	262
135 -Foreign Language: Spanish	6				100	266

Evaluation Systems group of Pearson All program completers, 2010-11 135 -FOREIGN LANGUAGE: SPANISH	8				99	264
Evaluation Systems group of Pearson All program completers, 2009-10 135 -FOREIGN LANGUAGE: SPANISH	11	259	11	100	100	265
Evaluation Systems group of Pearson All program completers, 2008-09 142 -Health Education	4				100	266
Evaluation Systems group of Pearson Other enrolled students 142 -Health Education	5				100	263
Evaluation Systems group of Pearson All program completers, 2010-11 142 -HEALTH EDUCATION	9				100	267
Evaluation Systems group of Pearson All program completers, 2009-10 142 -HEALTH EDUCATION	9				100	263
Evaluation Systems group of Pearson All program completers, 2008-09 155 -Learning Behavior Specialist I	34	264	33	97	98	267
Evaluation Systems group of Pearson Other enrolled students 155 -Learning Behavior Specialist I	40	269	40	100	100	268
Evaluation Systems group of Pearson All program completers, 2010-11 155 -LEARNING BEHAVIOR SPECIALIST I	43	269	43	100	100	268
Evaluation Systems group of Pearson All program completers, 2009-10 155 -Learning Behavior Specialist I	48	267	48	100	100	268
Evaluation Systems group of Pearson All program completers, 2008-09 115 -Mathematics	3				91	262
Evaluation Systems group of Pearson Other enrolled students 115 -Mathematics	14	270	14	100	99	267
Evaluation Systems group of Pearson All program completers, 2010-11 115 -MATHEMATICS	11	274	11	100	100	267
Evaluation Systems group of Pearson All program completers, 2009-10 115 -Mathematics	13	268	13	100	100	265
Evaluation Systems group of Pearson All program completers, 2008-09 143 -Music	9				99	268
Evaluation Systems group of Pearson						

Other enrolled students						
143 -Music	10	274	10	100	100	270
Evaluation Systems group of Pearson						
All program completers, 2010-11						
143 -MUSIC	6				100	270
Evaluation Systems group of Pearson						
All program completers, 2009-10						
143 -MUSIC	3				100	270
Evaluation Systems group of Pearson						
All program completers, 2008-09						
144 -Physical Education	29	247	25	86	90	253
Evaluation Systems group of Pearson						
Other enrolled students						
144 -Physical Education	33	256	33	100	100	256
Evaluation Systems group of Pearson						
All program completers, 2010-11						
144 -PHYSICAL EDUCATION	31	251	31	100	100	255
Evaluation Systems group of Pearson						
All program completers, 2009-10						
144 -Physical Education	27	253	27	100	100	255
Evaluation Systems group of Pearson						
All program completers, 2008-09						
105 -Science: Biology	9				95	260
Evaluation Systems group of Pearson						
Other enrolled students						
105 -Science: Biology	20	255	20	100	100	260
Evaluation Systems group of Pearson						
All program completers, 2010-11						
105 -SCIENCE: BIOLOGY	20	257	20	100	100	261
Evaluation Systems group of Pearson						
All program completers, 2009-10						
105 -Science: Biology	6				100	261
Evaluation Systems group of Pearson						
All program completers, 2008-09						
106 -Science: Chemistry	2				81	250
Evaluation Systems group of Pearson						
Other enrolled students						
106 -Science: Chemistry	3				98	257
Evaluation Systems group of Pearson						
All program completers, 2010-11						
106 -SCIENCE: CHEMISTRY	6				96	261
Evaluation Systems group of Pearson						
All program completers, 2009-10						
106 -SCIENCE: CHEMISTRY	3				100	259
Evaluation Systems group of Pearson						
All program completers, 2008-09						

108 -Science: Earth And Space Science Evaluation Systems group of Pearson Other enrolled students	1				80	249
108 -Science: Earth And Space Science Evaluation Systems group of Pearson All program completers, 2010-11	2				100	262
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	1				100	252
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	1				100	258
116 -Science: Physics Evaluation Systems group of Pearson Other enrolled students	1				91	260
116 -Science: Physics Evaluation Systems group of Pearson All program completers, 2010-11	2				100	265
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	1				100	264
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	266
113 -Social Science: Geography Evaluation Systems group of Pearson Other enrolled students	1				85	252
113 -Social Science: Geography Evaluation Systems group of Pearson All program completers, 2010-11	1				100	253
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2009-10	3				100	260
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2008-09	2				100	263
114 -Social Science: History Evaluation Systems group of Pearson Other enrolled students	30	260	27	90	93	260
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2010-11	27	265	27	100	100	263
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	32	260	32	100	100	262
114 -Social Science: History Evaluation Systems group of Pearson	34	264	34	100	100	261

All program completers, 2008-09						
117 -Social Science: Political Science Evaluation Systems group of Pearson Other enrolled students	4				95	261
117 -Social Science: Political Science Evaluation Systems group of Pearson All program completers, 2010-11	3				100	257
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	2				100	261
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	7				100	261
163 -Special Ed. General Curriculum Test Evaluation Systems group of Pearson Other enrolled students	23	254	21	91	89	254
163 -Special Ed. General Curriculum Test Evaluation Systems group of Pearson All program completers, 2010-11	39	259	39	100	99	257
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2009-10	43	260	43	100	100	257
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2008-09	48	257	48	100	99	257
145 -Visual Arts Evaluation Systems group of Pearson Other enrolled students	6				94	262
145 -Visual Arts Evaluation Systems group of Pearson All program completers, 2010-11	11	264	11	100	100	264
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2009-10	8				100	267
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2008-09	16	265	16	100	100	264

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)

All program completers, 2010-11	366	365	100	99
All program completers, 2009-10	356	355	100	100
All program completers, 2008-09	346	344	99	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program 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 how your program 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.

The use of technology is integrated into subject content and methods courses in teacher candidates' assignments. All SIUE classrooms are equipped with instructional technologies and available for candidates use. The Instructional Materials Center is dedicated to supporting teacher candidates with tools for planning and delivering instruction for P-12 students, including those with special needs. Technology integration also occurs in teacher candidates' classrooms, but is dependent on technological equipment and software programs available at their field placements schools.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- teach students with disabilities effectively

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher candidates are required to successfully complete the following courses:

SPE 400: Exceptional Children, EPFR 315: Educational Psychology, and EPFR 320: Foundations of Education in a Multicultural Society. These courses infuse training which prepare teacher candidates to address the needs of all children in their classrooms, including those with special needs and who are limited English proficient.

The Educational Foundations faculty in cooperation with the College of Arts and Science faculty developed a two-part program entitled, "Teaching ELLs in Mainstream Classrooms." These workshops are embedded in two courses required in the teacher education programs.

EPFR 315: Candidates study the organization and basics of human languages (structure, dialects, variations in language patterns, etc.), factors affecting second language acquisition, the challenges that teachers face and how they can prepare themselves for these challenges.

EPFR 320: Candidates learn about the diversity of language in the classroom (dialect awareness), culture shock for students, examination of assimilation and acculturation, management of linguistically diverse classrooms, programs for English Language Learners, and Sheltered Instruction techniques. Candidates are also provided resource and reference lists.

In SPE 400, candidates preparing to become general education teachers learn how to work with students with disabilities or LEP and their families through a variety of assigned readings, lectures, class activities and assignments. While in class they engage in numerous instructional activities, including role plays, video analysis, class discussions, lesson design and critique, and case studies, and have the opportunity to interact with guest speakers and use assistive technology. Each candidate is required to interview the parent of a child with a disability, and then relate the information gained to what they have learned in the course regarding student characteristics, legal requirements of IDEA, evidence-based interventions and effective collaboration and professional practice. They must pass quizzes and exams covering the course content, including IDEA requirements such as how to participate as a member of an individualized education program team, characteristics and needs of learners with disabilities and LEP, collaboration with parents and other professionals, evidence-base practices for providing positive behavior supports and academic adaptations, and methods for promoting social inclusion.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates in the special education undergraduate program take a minimum of 60 hours of special education coursework to prepare them to teach K-12 students with disabilities. Their university coursework includes in-depth study of the IEP process as well as training in legal guidelines, collaboration, initial assessment and progress monitoring, functional behavioral assessment and classroom management, functional curriculum, assistive technology, transition planning, curriculum adaptations, and methods of teaching reading and mathematics to students with disabilities. As part of their coursework, all candidates use case studies to write and critique IEPs. In addition to their university coursework, all candidates complete four field placements that span the full range of ages and disabilities. These experiences enable them to gain valuable first-hand experience with students in special education, as well as to learn about the role and responsibilities of a special education teacher. Candidates complete assignments in their field placements which help fulfill requirements for the special education classes they take concurrently, including participating in IEP meetings and reflecting upon how this experience relates to their classroom training. They also develop a collaborative relationship with the family of a target student, assess a student(s) current academic and behavioral performance, use the assessment results to identify appropriate goals and objectives, select and implement evidence-based instructional and behavioral interventions, conduct ongoing progress monitoring, and reflect upon their experiences.

To prepare them to work with students who are limited English proficient, candidates in the special education program take the same courses as candidates preparing to teach general education. In addition, they take an entire course in language development, as well as a course focused on developing family partnerships which includes developing partnerships with families from different cultural backgrounds. Instructional strategies for working with students with limited English proficiency are also incorporated in several of their methods courses.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Southern Illinois - Edwardsville

Traditional Program

2010-11

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Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)

