



Bethel University
Traditional Report AY 2020-21
Indiana



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Bennett

PHONE

(574) 807-7347

EMAIL

jim.bennett@betheluniversity.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	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	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

14

Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: Artifacts	<input checked="" type="radio"/> Yes <input 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.)

2.7

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

2.7

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

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

5

[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)

11

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

44

Number of students in supervised clinical experience during this academic year

29

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	86
Subset of Program Completers	26

Gender	Total Enrolled	Subset of Program Completers
Male	19	5
Female	67	21
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	4	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	75	24

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

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="13"/>

CIP Code	Subject Area	Number Prepared
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	3
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	5
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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science 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	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2020-21

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	13
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	3
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	5

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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	5
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	2
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

We regularly place students in a variety of diverse classrooms that include urban, suburban and rural settings. All coursework includes the general theme of teaching diverse students. In addition, we keep track of each candidate's fieldwork placement in a document we created - "The Field Experience Depth and Breadth Chart". This allows us to ensure each candidate has participated in a variety of field placements that will give the candidate authentic experiences so they are well prepared for the classroom.

Annual Goals: Mathematics

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

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 2 candidates in mathematics.

3. Did your program meet the goal?

- Yes
 No

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

Recruitment - Bethel enjoys a strong reputation in the area and as a result, we can get into area schools and share our program and the benefits of pursuing a career in education. Rigorous/High-Quality Programming - We continue to use data to refine our program and ensure we are preparing teacher candidates for the demands they will face in the classroom. We endeavor to ensure they have the skills, knowledge, and dispositions to be successful in the classroom. Support - All faculty serve as advisors/mentors and as a result, our faculty enjoy a strong relationship with all teacher candidates in the department. This assistance and encouragement extended to the first year of teaching.

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

We will continue to follow the program outlined above (#4), as we have enjoyed success in the program and our results speak for themselves. Our

teacher candidates are successful in passing content exams and survey data from completers and those who hire them indicate that our completers are well prepared for the classroom.

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

Nothing to add at this time.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 2 candidates in mathematics.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 2 candidates in mathematics.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 1 candidate in science.

3. Did your program meet the goal?

- Yes
 No

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

Recruitment - Bethel enjoys a strong reputation in the area and as a result, we are able to get into area schools and share our program and the benefits of pursuing a career in education. Rigorous/High-Quality Programming - We continue to use data to refine our program and ensure we are preparing teacher candidates for the demands they will face in the classroom. We endeavor to ensure they have the skills, knowledge, and dispositions to be successful in the classroom. Support - All faculty serve as advisors/mentors and as a result, our faculty enjoy a strong relationship with all teacher candidates in the department. This assistance and encouragement extend to the first year of teaching.

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

We will continue to follow the program outlined above (#4), as we have enjoyed success in the program and our results speak for themselves. Our

teacher candidates are successful in passing content exams and survey data from completers and those who hire them indicate that our completers are well prepared for the classroom.

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

Nothing to add at this time.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 1 candidate in science.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 1 candidate 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 3 candidates in special education.

3. Did your program meet the goal?

- Yes
 No

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

Recruitment - Bethel enjoys a strong reputation in the area and as a result, we are able to get into area schools and share our program and the benefits of pursuing a career in education. Rigorous/High-Quality Programming - We continue to use data to refine our program and ensure we are preparing teacher candidates for the demands they will face in the classroom. We endeavor to ensure they have the skills, knowledge, and dispositions to be successful in the classroom. Support - All faculty serve as advisors/mentors and as a result, our faculty enjoy a strong relationship with all teacher candidates in the department. This assistance and encouragement extend to the first year of teaching.

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

We will continue to follow the program outlined above (#4), as we have enjoyed success in the program and our results speak for themselves. Our

teacher candidates are successful in passing content exams and survey data from completers and those who hire them indicate that our completers are well prepared for the classroom.

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

Nothing to add at this time.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 3 candidates in special education.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 3 candidates in special education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 1 candidate for English Learner licensure.

3. Did your program meet the goal?

- Yes
 No

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

As we look to the future and how our program will continue to develop, we are on track to prepare 1, possibly 2 teachers in this area. Recruitment - Bethel enjoys a strong reputation in the area and as a result, we can get into area schools and share our program and the benefits of pursuing a career in education. Rigorous/High-Quality Programming - We continue to use data to refine our program and ensure we are preparing teacher candidates for the demands they will face in the classroom. We endeavor to ensure they have the skills, knowledge, and dispositions to be successful in the classroom. Support - All faculty serve as advisors/mentors and as a result, our faculty enjoy a strong relationship with all teacher candidates in the department. This assistance and encouragement extended to the first year of teaching.

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

We will continue to follow the program outlined above (#4), as we have enjoyed success in the program and our results speak for themselves. Our teacher candidates are successful in passing content exams and survey data from completers and those who hire them indicate that our completers are well prepared for the classroom.

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

Our program just started and as we look to the future and how the program will continue to grow and develop, we are on track to prepare 1, possibly 2 teachers in this area.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 1 candidate for English Learner licensure.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 1 candidate for English Learner licensure.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	13	240	13	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	16	244	16	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	15	246	15	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	13	235	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	17	234	16	94
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	15	238	15	100
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	13	244	12	92
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	17	241	15	88
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	15	248	15	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	3			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	13	241	13	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	17	241	16	94
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	15	246	15	100
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	3			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	13	227	12	92
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	17	231	15	88
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	15	231	14	93
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	3			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	1			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	3			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0067 -PHYSICAL EDUCATION 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 (%)
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	26	22	85
All program completers, 2019-20	24	20	83
All program completers, 2018-19	27	24	89

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

Candidate assignments require the application of a variety of technology tools to present information during instruction, to search for information, to enhance their learning, and to use technology to collect and organize student data. This is included in the core education coursework. During the methods coursework that includes content and pedagogy, candidates plan and deliver instruction that requires them to integrate the use of technology. The culminating assessment during student teaching is an Impact on Student Learning assignment that requires students to plan, instruct, and assess student learning. Then candidates use the assessment data to pinpoint student learning problems and make adjustments to future instruction and assessment.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

All candidates are required to complete coursework that addresses how to effectively instruct students with disabilities in the general education classroom. This is specifically incorporated into the following courses for all education candidates: 1. "Diversity in the Classroom"; 2. "Teaching Exceptional Learners" (specific course for K-6 or 5-12); and 3 & 4. "Reading Language Arts Methods I & II" (elementary candidates); or "Content Methods" and "Content-Specific Literacy" (secondary and all-grade candidates). In addition, each of these courses has a fieldwork component that incorporates field-specific activities that prepare candidates to effectively meet the needs of students with disabilities. Upon review of coursework, candidates will receive instruction in: modified direct instruction; learning strategy instruction; and using a sequential, simultaneous structured multi-sensory approach. In addition, candidates gain experience working directly with students who have disabilities in the general education classroom and/or an environment where students are learning in a special class setting, focusing the activities unique to the individual student with attention paid to the important role of assessing individual students in order to monitor their progress through the curriculum toward mastery of Student Learning Outcomes and goals. Due to the critical importance of a candidate's ability to work with students' who have disabilities, our teacher candidates also receive instruction in effectively working with this group of students in their remaining education coursework - albeit in more general terms.

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*.

All candidates are required to complete coursework that specifically addresses the ability of a teacher candidate to participate as a member of the individualized education program team. This is specifically incorporated into the following courses for all education candidates: 1. "Diversity in the Classroom"; and 2. "Teaching Exceptional Learners" (specific course for K-6 or 5-12). Upon review of course expectations, it is clear that the learning outcomes for teacher candidates prepare them to participate as a member of the individualized education programs team in the following ways: 1. Candidates understand that students with disabilities have an IEP that has a plan for their educational needs and guides their instruction; 2. Through practical examples and authentic experiences, candidates are aware that the general education teacher is required to provide the accommodations and modifications that are listed in the IEP; 3. Teacher candidates are knowledgeable about the role they will play on the team and through class assignments and authentic experiences, they are prepared to give input to the team in order to make a learning plan that meets the students' needs in the classroom environment; 4. Candidates are also aware that, as a general education teacher, they must determine appropriate positive behavioral interventions and support, and other strategies for the child – in addition they must determine which supplementary aids and services, program modifications, and support for school personnel are needed to help the child: a. progress toward attaining the annual goals; b. be involved in and make progress in the general education curriculum; c. participate in extracurricular activities and other nonacademic activities; and d. be educated and participate with other children with disabilities and those who are not disabled. In addition, the teacher candidate will be prepared to take part and offer meaningful suggestions at the IEP meeting which will directly support the decisions about what types of supplementary aids and services the child may need to be successful in that setting. Teacher candidate will have experience with these supports and services: 1. adapting the curriculum; 2. providing reading materials written at a lower reading level; 3. using graphics along with written materials; and/or 4. when it is appropriate to provide a student with assistive technology and possibly an assistant.

c. Effectively teach students who are limited English proficient.

All candidates are required to complete coursework that addresses how to effectively meet the needs of students who are limited English proficient in the general education classroom. This is specifically incorporated into the following courses for all education candidates: 1. "Diversity in the Classroom"; 2. "Teaching Exceptional Learners" (specific course for K-6 or 5-12); and 3 & 4. "Reading Language Arts Methods I & II" (elementary candidates); or "Content Methods" and "Content-Specific Literacy" (secondary and all-grade candidates). In addition, each of these courses has a

fieldwork component that incorporates field-specific activities that prepare candidates to effectively meet the needs of students who are limited English Proficient. Upon review of coursework and field-base assignments, candidates will receive instruction in: 1. Vocabulary and language development; 2. Guided interactions where the teacher candidate learns to structure instructional activities that allow the students to work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text; 3. Explicit instruction that will enable the teacher candidate to use clear instructions or direct teaching of concepts, academic language, and reading comprehension strategies to complete classroom tasks; 4. Incorporating real world examples and content-based learning which enable the candidate to use real-life and fictitious examples in teaching environments to learn through the actual, practical experience with a subject rather than just its mere theoretical parts; 5. Graphic organizers and modeling provides clues and visual cues to the language context to help English Language Learners grasp concepts, thereby making the content more accessible to the students; and 6. Authentic assessment – teacher candidates learn to model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. With authentic assessments, teacher candidates use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their knowledge of concepts that are not wholly reliant on advanced communication skills. Most fieldwork placements our teacher candidates receive are in schools that are diverse and have a high percentage of limited English proficient students, giving our teacher candidates multiple opportunities to learn and progress toward mastery of these key instructional components. We keep track of all fieldwork assignments in our "Experience Depth and Breadth Chart" to ensure sufficient exposure and experience to all types of learning environments.

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 special education candidates are required to complete coursework that addresses these issues. This is done in: 1. "Diversity in the Classroom"; 2. "Teaching Exceptional Learners K-6 & 5-12"; 3. "Foundations of Special Education: Theories, Laws and Processes"; 4. "Individualized Planning, Implementation, and Delivery"; 5. "Reading and Writing Difficulties: Assessment and Intervention"; and 6. "Formal and Informal Assessment, Administration, and Supervision". Candidates also complete an extensive field work practicum in special education. As was shared in the previous section, all candidates are required to complete coursework that addresses how to effectively instruct students with disabilities in the general education classroom. In addition, each of the courses listed above has a fieldwork component that incorporates field-specific activities that prepare candidates to effectively meet the needs of students with disabilities. Upon review of coursework, candidates will receive instruction in: modified direct instruction; learning strategy instruction; and using a sequential, simultaneous structured multi-sensory approach. Candidates gain experience working directly with students who have disabilities in the general education classroom and/or an environment where students are learning in a special class setting, focusing the activities unique to the individual student with attention paid to the important role of assessing individual students in order to monitor their progress through the curriculum toward mastery of Student Learning Outcomes and goals. Specific to those teacher candidate obtaining Special Education licensure are courses and fieldwork that will provide: 1. A survey of the history and definition of special education, theoretical orientation, and federal and state laws that define school regulations for individuals with exceptional learning needs; 2. An examination of student disability categories and etiologies and their impact on and for student learning; 3. Cultural sensitivity and linguistic factors that impact academic success; 4. Approaches for enhancing relationships with all stakeholders to effectively meet the needs of all P-12 special needs students are addressed; 5. Research on teacher effectiveness and accountability as it relates to individuals with mild disabilities – it includes instructional and behavioral strategies and assistive technologies that can be applied across the curriculum; 6. The teacher's role in facilitating transition to community, workplace, and post-secondary environments; 7. Knowledge and skills necessary for collaborative consultation and technical assistance so that they may be used with staff, parents, and the community for the benefit of the student; 8. An investigation into the challenges that students with special needs encounter in learning to read and write; Training for candidates in the use of formal and informal assessments for identifying students' abilities and apply instructional strategies to increase student literacy aptitude based upon the assessment results – the five components of Scientific Based Reading Research (SBRR) provide the structure; 9. Knowledge related to psycho-educational assessment applied to students with mild disabilities in P-12 classrooms – a variety of formal and informal testing are investigated to give the teacher candidate broad exposure and experience in developing, administering, scoring, and interpreting academic and behavior assessment instruments; 10. Experience using assessment results for instructional and placement decisions and writing and developing the Individualized Education Program (IEP) reports using existing and emerging technologies; Information surrounding the use of response to intervention (RTI), Multi-Tiered System of Support (MTSS) and universal design for learning (UDL) are applied.

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*.

Upon review of course expectations and descriptions of the activities in required courses, it is clear that the learning outcomes for teacher candidates, who are preparing to be Special Education teachers, are prepared to participate as a member of the individualized education programs team as is documented by required coursework and the following assignments: 1. A comprehensive case study on a student with disabilities will be completed; 2. Candidates participate in IEP team meetings during their field practicum; 3. Teacher candidates design a cognitive or meta-cognitive intervention

based on identified individual needs; 4. Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) - Candidates will simulate an IEP team and create a FBA & BIP for a student identified as having a behavior disorder; 5. Professional journal article reviews; 6. Candidates will apply the principles of individualized education program (IEPs) in curricular development, in accordance with IDEA, related law, and regulations; 7. Candidates will use state procedures to determine eligibility for special education services; 8. Candidates will integrate legal mandates, Indiana New Teacher Standards (REPA), and professional organization standards and guidelines in the development and implementation of IEPs; 9. Select, adapt, modify, or develop methods, materials, outcome expectations, instructional environment, and technological assistance, to accommodate learning needs; 10. Assume the role of an assistant to the supervising professional in designing and conducting developmental, intervention, and collaborative activities, preparing and adapting materials/programs; managing behaviors, evaluating performance, and collaborating with families, and other service providers; 11. The candidate will be aware of roles and responsibilities in collaboration with parents and professionals in special/regular educational settings; and 12. Candidates will address cultural/linguistic diversities, including English proficiency and learning opportunity, in child identification, IEP development and implementation, and partnership with families. In addition to the Special Education coursework and activities listed above, all candidates are required to complete coursework that specifically addresses the ability of a teacher candidate to participate as a member of the individualized education program team. This is specifically incorporated into the following courses for all education candidates: 1. "Diversity in the Classroom"; and 2. "Teaching Exceptional Learners" (specific course for K-6 or 5-12). Upon review of course expectations, it is clear that the learning outcomes for teacher candidates prepare them to participate as a member of the individualized education programs team in the following ways: 1. Candidates understand that students with disabilities have an IEP that has a plan for their educational needs and guides their instruction; 2. Through practical examples and authentic experiences, candidates are aware that the general education teacher is required to provide the accommodations and modifications that are listed in the IEP and Special Education teachers provided needed support and guidance; 3. Teacher candidates are knowledgeable about the role they will play on the team and through class assignments and authentic experiences, they are prepared to give input to the team in order make a learning plan that meets the student's' needs in the classroom environment; 4. Candidates are also aware that they must determine appropriate positive behavioral interventions and support, and other strategies for the child – in addition they must determine which supplementary aids and services, program modifications, and support for school personnel are needed to help the child: a. progress toward attaining the annual goals; b. be involved in and make progress in the general education curriculum; c. participate in extracurricular activities and other nonacademic activities; and d. be educated and participate with other children with disabilities and those who are not disabled. In addition, the teacher candidate will be prepared to take part and offer meaningful suggestions at the IEP meeting which will directly support the decisions about what types of supplementary aids and services the child may need to be successful in that setting. Teacher candidate will have experience with these supports and services: 1. adapting the curriculum; 2. providing reading materials written at a lower reading level; 3. using graphics along with written materials; and/or 4. When it is appropriate to provide a student with assistive technology and possibly an assistant.

c. Effectively teach students who are limited English proficient.

All candidates, who are preparing to teach Special Education, are required to complete coursework that addresses how to effectively meet the needs of students who are limited English proficient in the general education classroom. This is specifically incorporated into the following courses for all education candidates: 1. "Diversity in the Classroom"; 2. "Teaching Exceptional Learners" (specific course for K-6 or 5-12); and 3 & 4. "Reading Language Arts Methods I & II" (elementary candidates); or "Content Methods" and "Content-Specific Literacy" (secondary and all-grade candidates). As well as "Foundations of Special Education: Theories, Laws and Processes"; "Individualized Planning, Implementation, and Delivery"; "Reading and Writing Difficulties: Assessment and Intervention"; and "Formal and Informal Assessment, Administration, and Supervision" for those securing licensure in Special Education. Candidates also complete an extensive field work practicum in special education. In addition to required assignments, each of these courses has a fieldwork component that incorporates field-specific activities that prepare candidates to effectively meet the needs of students who are limited English Proficient: 1. Vocabulary and language development; 2. Guided interactions where the teacher candidate learns to structure instructional activities that allow the students to work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text; 3. Explicit instruction that will enable the teacher candidate to use clear instructions or direct teaching of concepts, academic language, and reading comprehension strategies to complete classroom tasks; 4. Incorporating real world examples and content-based learning which enable the candidate to use real-life and fictitious examples in teaching environments to learn through the actual, practical experience with a subject rather than just its mere theoretical parts; 5. Graphic organizers and modeling provides clues and visual cues to the language context to help English Language Learners grasp concepts, thereby making the content more accessible to the students; and 6. Authentic assessment – teacher candidates learn to model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. With authentic assessments, teacher candidates use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their knowledge of concepts that are not wholly reliant on advanced communication skills. Most fieldwork placements our teacher candidates receive are in schools that are diverse and have a high percentage of limited English proficient students, giving our teacher candidates multiple opportunities to learn and progress toward mastery of these key instructional components. We keep track of all fieldwork assignments in our "Experience Depth and Breadth Chart" to ensure sufficient exposure and experience to all types of learning environments.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

School of Education – Title II Report Bethel University is a comprehensive, coeducational institution of higher education offering undergraduate and graduate degree programs. Excellence in the teaching, research, artistic performances, and professional public service provided by its faculty, staff, and students are hallmarks of the university. As a community of scholars, Bethel University develops the individual's critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learning. Teacher Preparation: The Teacher Preparation Program reflects a commitment to collaboration with K-12 schools in the area for the mediated induction of our students to the teaching profession through clinical experiences in local schools. Teacher candidates have experiences in schools throughout their preparation. All candidates are provided opportunities to work with students who reflect the rich diversity of our community. The university provides a range of undergraduate teacher preparation programs including those that prepare teachers for K-6, 5-9, 5-12, and All-Grade certification. These programs are designed to prepare candidates to meet state and national standards (InTASC) and standards adopted by the Indiana Department of Education. The Teacher Preparation Program is nationally recognized by the NCATE/CAEP. Bethel University provides teacher certification programs for post-baccalaureate students in addition to undergraduate teacher preparation programs. Program Highlights/Additional Information: The Teacher Preparation Program is based on best practices as defined by current research. The program emphasizes collaboration among the university, partner school districts, and stakeholders. The curricula prepare students with knowledge of curriculum and instruction, state-of-the-art teaching practices, effective application of technology, and strategies for working with diverse populations of students. Sequenced field experiences are aligned with course work to facilitate the development of instructional skills and professional dispositions needed by teacher candidates to provide effective instruction to students from a variety of backgrounds and with varying abilities.

Supporting Files

No files have been provided.

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

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jim Bennett

TITLE:

Program Director and Department Chair for Education

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:

Madison Brill

TITLE:

Data Specialist