title **II** higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

PA | **Cairn University**
Traditional Report AY 2018-19
Pennsylvania

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

215114

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

200 Manor Avenue

CITY

Langhorne

STATE

Pennsylvania ▼

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19047

SALUTATION

Ms. ▼

FIRST NAME

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	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	Both	

Total number of teacher preparation programs:

13

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))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

- ● Yes
- ○ No

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Interview	● Yes ○ No		○ Yes ● No	
Other Specify: Portfolio conference with faculty advisor	● Yes ○ No		○ Yes ● 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.)

> 2.8

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

> 3

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

Some of the above elements are not required for entry, but are monitored throughout the student's program at Cairn. For example, clearances need to be updated each year, GPAs are monitored by way of a document kept in each student's file, etc. Students who enter our dual-level programs (students pursuing both undergraduate and graduate degrees) have an additional application for dual-level, provide recommendations, write essays, and attend an interview with a small panel of faculty. This process is not the case for the collective whole, so we did indicate these as requirements above.

Postgraduate Requirements

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

● Yes
○ No

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

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

Element	Admission		Completion	
	Yes	No	Yes	No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● 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.)

2.8

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

3

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. **(§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	150
Number of clock hours required for student teaching	560

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

○ Yes
● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	

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

Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	3
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	94
Number of students in supervised clinical experience during this academic year	78

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

This year's numbers for cooperating teachers and students in supervised clinical experiences include revisions made to our field placements embedded in methods courses, whereas previously they were practicums and student teaching only.

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

2018-19 Total	
Total Number of Individuals Enrolled	87
Subset of Program Completers	23

Gender	Total Enrolled	Subset of Program Completers
Male	31	10
Female	56	13
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	0
Black or African American	2	2
Hispanic/Latino of any race	4	1
Native Hawaiian or Other Pacific Islander	1	0
White	77	19

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

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

Teachers Prepared

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

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

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

> **THIS PAGE INCLUDES:**
>
> >> Teachers Prepared by Subject Area
>
> >> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19**

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	5
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	8
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	4
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ⦿ Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	8
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	9
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Successful strategies that Cairn University's School of Education is using in addressing the assurances listed above include: 1. In responding to identified needs of local education agencies where our graduates are likely to teach, we first maintain awareness of the needs of local public and private schools through University Supervisor interviews with mentor teachers during field placements. University Supervisors are School of Education faculty who teach program-specific methods courses. We use the needs analysis to keep the content of our methods courses current. Faculty of the School of Education also present seminars on current educational research and best practices in area education conferences, and for local school staff development, either in individual schools or local school organizations. When local schools and/or school organizations ask our faculty or the School of Ed to provide staff development, the organization specifies the area(s) of need they seek to be addressed, which keeps us aware of current school needs. 2. Not only is the Cairn teacher preparation program linked to the needs of local education agencies, as stated above, but also to the instructional decisions new teachers will face in the classroom. Based on our annual review of student teacher, mentor teacher, and University supervisor

feedback during Junior and Senior year field placements, as well as feedback from PDE, Middle States Commission on Higher Education (MSCHE), and Association of Christian Schools International (ACSI) program reviews, we determine faculty and student training needs to maintain relevant preparation based on the reality of today's classroom. Recent training initiatives include initiatives to: a) intentionally integrate ISTE technology standards within all School of Ed courses; b) add embedded field placements to upper level methods courses. Current changes include: a) added methods course objectives/instruction in culturally responsive education, response to trauma, and classroom management; and b) flexible instruction in Professional Seminars during the Student Teaching semester to address instructional decisions our teacher candidates are experiencing in the classroom. 3. At Cairn, Special Education is an add-on certification to the Elementary/PK-4; Secondary Math, English, Social Studies; or K-12 H/PE education certification programs. Therefore, each special education candidate not only completes all subjects in the University core curriculum of liberal arts and sciences, but is also prepared to teach the core subjects of their education major. The Cairn Department of Special Education firmly believes that each special education teacher must be prepared to instruct in core academic subjects. 4. The PDE required special education instruction hours (270) are a strong component of each Cairn School of Education program. Two 3-credit courses are required for each education major: SPE 211/611 Foundations of Special Education and SPE 311/611 Inclusionary Practices, which each have field placement components, so teacher candidates not only learn content, but observe instruction in practice. The remaining 90 hours of special education instruction is embedded within School of Education theory, subject-specific methods courses, and our lesson plan model itself, so teacher candidates receive integrated instruction, simulating classroom application. 5. Each Cairn education major receives instruction to meet the PDE required English Language Learner instruction hours (90), through the 3-credit TSL 211 Foundations of Teaching English Language Learners. Specific strategies for teaching English Language Learners are also embedded within the Elementary/PK-4 reading and writing methods courses, Integrated Language Arts and Developmental and Diagnostic Reading; and EDU 351 Reading and Writing across the Curriculum for Diverse Learners for Secondary and H/PE education majors. During Practicum and Student Teaching, teacher candidates apply their learning in daily classroom experience. At Cairn, Pennsylvania K-12 ESL Specialist certification may be added to any education certification program. The School of Education Program Advisor for TESOL developed a community outreach, the Community English Language Program (CELP), for community English Language Learners in 2017. The program has grown from four students to over twenty students within the first two years. CELP is staffed not only by education majors who are adding ESL Specialist certification to their chosen teacher program certification, but also by University students from other majors. 6./7. Because Cairn is situated only a few miles from the Philadelphia city limits, education majors are exposed to a strong diversity in the socio-economic status of students. The school districts with which we partner are not only within high, middle, and lower economic regions, but also within urban, suburban, and rural sectors. Although University and School of Education courses include psychology, human development, and methods courses that examine the impact of social, cultural, and geographic factors on learning, it is within University classrooms, outreaches, and field placements across this wide socio-economically and geographically diverse location, that students observe and experience the need to effectively adapt instruction to the context of student lives. Since Cairn education majors themselves largely come from the rural Lancaster area, upper class suburbia, or urban Philadelphia, our University classrooms are diverse in nature; within-course discussions on relevant topics expose our students to diverse backgrounds and viewpoints. As a component of graduation requirements, each Cairn student participates in community service throughout the region, in after school, church, and organizational programs during the semester, or in summer camps, school programs, or international teaching trips. Before the 3-week Practicum experience and the 15-week Student Teaching semester, each teacher candidate meets with the Director of Student Teaching to determine field placement location: rural, suburban, urban, international…or a combination of diverse placements. School of Education faculty are very cognizant of the need to prepare teacher candidates for the wide degrees of socio-economic and geographic diversity in our area. Instruction in each School of Education theory and methods course focuses on the critical need to first know our students—cultural and geographic background, interests, learning profile, socio-emotional development, and current level of academic performance—to effectively shape the classroom environment, to knowledgeably plan and deliver instruction, and to enable the successful academic learning and growth of each student.

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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● **Yes**
- ○ **No**

2. Describe your goal.

Our 2018-2019 goal was to recruit two (2) new mathematics education students.

3. Did your program meet the goal?

- ● **Yes**
- ○ **No**

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

We exceeded the goal by bringing in three (3) new mathematics education students. We have recruited an average of three prospective mathematics education students for the past four years, which has been our annual goal. Strategies used include: • The dean or program advisor calls prospective

students who have applied and been accepted to answer questions and encourage them to commit with an intent to enroll. • The dean or program advisor meets with prospective students who come for a University visit, answers questions, and invites them to attend an Education class. • On Open House Days, the dean welcomes students and parents, gives an overview of the distinctives of our education program, and answers questions.

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

To improve performance in setting higher goals and meeting them, the School of Education has increased the urgency of a request to hire a full-time mathematics faculty member with K-12 mathematics background to serve as Program Advisor and give mathematics major a go-to person for questions on school practice. Currently, mathematics professors in the School of Liberal Arts and Science have no K-12 education background.

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

One added concern in our ability to recruit mathematics education majors is the University initiative to add a Liberal Arts degree in Mathematics out of the School of Liberal Arts and Sciences. This shift may result in even fewer recruits for Secondary Math Education.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ⦿ Yes
- ○ No

8. Describe your goal.

Our 2019-2020 goal is to recruit two (2) new mathematics education majors. Although we have recruited an average of three (3) prospective mathematics education students each year for the past four years, there is concern that the University initiative to add a Liberal Arts degree in Mathematics out of the School of Liberal Arts and Sciences may result in even fewer recruits for Secondary Math Education.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ⦿ Yes
- ○ No

10. Describe your goal.

Our 2020-2021 goal is to recruit two (2) mathematics education majors. We keep our goals low for two reasons. Prospective mathematics majors at Cairn now have the ability to choose between a Liberal Arts degree in Mathematics and Secondary Mathematics Education; more are choosing the Liberal Arts program over the Secondary Education program. In addition, declining enrollment in Secondary Education Programs continues across the Commonwealth. The School of Education is working with University Admissions to focus more strongly on the recruitment of Secondary Education majors.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our 2018-2019 goal was to recruit 15 special education certification candidates.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Only four (4) special education certification candidates were recruited. Since the majority of special education certification candidates have chosen to major in PK-4 education, the 2018-19 goal was very high, given that University recruitment of PK-4 education majors has been 25 or below in the last

few years. Strategies used include: • The dean or program advisor calls prospective students who have applied and been accepted to answer questions and encourage them to commit with an intent to enroll. • The dean or program advisor meets with prospective students who come for a University visit, answers questions, and invites them to attend an Education class. • On Open House Days, the dean welcomes students and parents, gives an overview of the distinctives of our education program, and encourages all prospective students to add-on either special education or ESL certification to their initial certification program.

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

Since many School of Education freshmen have not considered adding further certification in special education to their initial certification, it is important that: • The dean informs prospective students of the value in considering an add-on certification in special education during dean/prospective meetings as they visit the University, and on Open House Days. • Program advisors engage freshmen and sophomore students in a conversation about the value of adding on special education certification during advising meetings each fall and spring. • The Chair of Special Education informs education majors about the special education add-on certification and its value at the first academic assembly each fall.

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

At Cairn, Special Education certification is an add-on certification to any initial education program.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our 2019-2020 goal is to recruit ten (10) special education certification candidates. Although overall University enrollment has shown a modest increase, it seemed prudent to lower our predicted goal. The reasons include: a) the number of special education certification candidates is showing a decrease at the University and across the Commonwealth, and b) many students do not decide to add-on special certification until their sophomore year, after taking the two required 3-credit special education courses, Foundations of Special Education and Inclusionary Practices.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our 2020-2021 goal is to recruit five (5) special education certification candidates. For the 2020-2021 academic year, prospective special education certification candidates may choose from two options. Option 1, they may elect to declare an education program major in K-12 Special Education. Option 2, they may elect to add special education certification to their initial education certification program. Although the School of Education anticipates a rise in special education certification candidates due to this additional option, we are choosing a realistic goal, given the decrease in education majors as a whole, and special education candidates in particular, across the Commonwealth.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our 2018-2019 goal was to recruit five (5) teachers of limited English proficient students.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

We fell short of the projected goal; we recruited four (4) ESL Specialist certification candidates. Strategies used include: • The dean or program advisor

calls prospective students who have applied and been accepted to answer questions and encourage them to commit with an intent to enroll. • The dean or program advisor meets with prospective students who come for a University visit, answers questions, and invites them to attend an Education class. • On Open House Days, the dean welcomes students and parents, gives an overview of the distinctives of our education program, and encourages all prospective students to add-on either special education or TESOL certification to their initial certification program. • The seeking of student volunteers to work in the School of Education community outreach, the Community English Language Program (CELP), which offers free instruction to local area adults with limited English language proficiency.

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

Since many School of Education freshmen have not considered adding further certification in teaching students of limited English proficiency to their initial certification, it is important that: • The dean informs prospective students of the value in considering adding on PK-12 ESL Program Specialist certification during dean/prospective meetings as they visit the University, and on Open House Days highlights the School of Education community outreach, CELP. • Program advisors engage freshmen and sophomore students in a conversation about the value of adding on ESL Program Specialist certification during advising meetings each fall and spring. • The TESOL Program Advisor informs education majors about CELP at the first Academic assembly each fall, and invites volunteers to participate in this community outreach; CELP volunteers, inspired by making a difference in the lives of these adults, often add on the ESL Program Specialist certification coursework.

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

PK-12 ESL Program Specialist is an add-on certification option for any education major.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our 2019-2020 goal is to recruit three (3) teachers in instruction of limited English proficient students. Although overall University enrollment has shown a modest increase, it seemed prudent to lower our predicted goal. Most prospective education students are focused on seeking an initial certification program in Elementary/PK-4, Secondary Math, English or Social Studies, or Health and Physical Education first. It is often during the Sophomore year, after becoming involved in the School of Education community outreach, CELP; becoming informed about the value of adding on a second certification; or taking the required TSL 211 Foundations of Teaching English Language Learners, that education candidates commit to adding on ESL Program Specialist coursework to their initial certification.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our 2020-2021 goal is to recruit (4) teachers in instruction of limited English proficient students, a slight projected increase. We believe that education

major interest in adding on ESL Program Specialist certification will gradually increase as students become involved in CELP, the School of Ed community outreach to local adults with limited English proficiency.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 –CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5732 –CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	19	155	17	89
ETS5732 –CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5732 –CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5732 –CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5712 –CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	14	177	14	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	15	167	12	80
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2016-17	3			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2018-19	6			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2016-17	16	231	16	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	2			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2018-19	6			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2016-17	16	222	15	94
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	4			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2018-19	7			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2016-17	16	242	16	100
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	18	238	16	89
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	18	230	16	89
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	6			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	18	228	17	94
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	10	232	8	80
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	10	233	8	80
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	6			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	23	16	70
All program completers, 2017-18	26	22	85
All program completers, 2016-17	36	29	81

Low-Performing

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

Low-Performing

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

● Yes
○ No

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

☑ State
☐ CAEP
☐ AAQEP
☑ Other specify:

Association of Christian Schools International

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

○ Yes
● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.**

    Cairn University's School of Education teacher education programs integrate the use of technology to enhance all aspects of learning, in a wide variety of ways throughout each program. The following descriptive evidence will support our positive responses, using details and examples of our commitment to integrating technology effectively: within curricula and instruction, in the analysis of data to improve student learning, and in applying the UDL principles of learning to assure that every student has equal opportunity to access content, to engage in processing, and to demonstrate learning. a. Integrate technology effectively into curricula and instruction: As the result of a School of Education 2018-2019 technology task force, it has been determined that each 2019-2020 course syllabus will intentionally identify the integration of International Society of Technology in Education (ISTE) standards within course content and student assignments. Within each education methods course, teacher candidates are engaged in instruction, practice, and application of subject-specific technology use within lesson planning, instructional delivery, assessment practices, and classroom management. They are required to use critical websites such as the PDE SAS portal to utilize PA Academic Standards in lesson planning and access the portal's technological resources for planning and assessment. They investigate and apply a variety of technology tools in lesson design and delivery, including the Smart Board, Chrome Books, Active Student Response Apps, and a wide selection of Internet sites, including YouTube clips, Brain Breaks, behavior management programs, and subject-specific tutorials/games. During multi-genre course presentations, candidates gain proficiency in using the Smart Board, Microsoft and Google applications, and the Document Projector. Subject-specific, relevant use of technology is integrated within

methods course instruction and assessment. For example in math methods, candidates critique, select, and organize a website review of games/learning activities for each genre of math to use in math centers for both practice and tutorial purposes. In science methods, students participate in a collaborative computer format, Decisions, Decisions to problem solve a community environmental issue, then search the Webquest site for interactive investigations to engage their students within the science units they are designing. Teacher candidates in any education program may elect to complete two technology courses (6 credits) to equip them for taking the Google Educator Certification Level 1 and Level 2 examination. In the 2018-2019 school year, the School of Education sponsored training sessions for faculty and students in Google Applications, Chrome Book technology activities, and classroom relevant Apps, including active student response applications. In embedded field placements within Special Education courses and Junior methods courses, and during end-of program Practicum and Student Teaching placements, candidates practice and use a variety of classroom technology tools to engage students, enhance instructional delivery, and support diverse learning needs (academic and behavioral). Within these placements, candidates are quickly picking up varied versions of Smart Board technology and using instructional applications provided by specific curriculum publishers to enhance motivation and/or enable tutoring of individual students. Candidates are also using technology applications to manage class behavior towards rewards; to monitor individual progress on Benchmark assessments; and to monitor individual and group work through Google Docs. After learning the basics of applications in methods courses, there is evidence in Practicum and Student Teaching portfolios, and mentor teacher interviews and evaluations, including the PDE-430, that our candidates quickly pick up classroom technology in their placements. As technologies continually change, the School of Education actively investigates ways in which new technologies can be integrated into classroom instruction and student produced lessons. b. Use technology effectively to collect, manage, and analyze data to improve teaching and learning: In every Cairn teacher education program, teacher candidates are actively engaged in tracking their own academic progress through technology (Self-Service, eLearning), through which faculty weekly collect, record, and manage student data. Faculty intentionally model "reading" students during lesson delivery to demonstrate the collecting of data to monitor student understanding and/or adapt instruction to reteach or move forward. From the use of online forums to monitor student processing, to analysis of course evaluations, to the use of spreadsheets to compile student data (which occurs at the institution, departmental, and classroom level), faculty model the collection of data to inform and improve the teaching and learning practices in the college classroom. Within each education program, specified methods courses train candidates in the use of technology to collect, interpret, and use data to improve student learning. For example, in the PK-4 program, candidates complete a semester-long tutoring project in which they administer assessments and use technology to collect, manage, and interpret a student's reading and writing proficiency to plan, teach, interpret and record student progress. In a behavior analysis and management course, candidates use technology to observe, track, record, and analyze a student's behavior to design a behavior intervention plan (BIP). In EDU 402/459 Educational Assessment and Adaptations, elementary and secondary teacher candidates receive and apply instruction in how to use PSSA data to analyze student achievement, and how to interpret and use PVAAS data reports to improve student learning on the district, school, classroom, and individual levels. Candidates also analyze PSSA and PVAAS reports to inform future instruction and individual student interventions, in preparation for Student Teaching placement application of these skills, as required by the PDE Stage 4 Competencies. Candidates apply instruction in collecting, recording, and reporting 9-week grades via spreadsheet applications (Excel and Google Sheets). c. Evidence that the program prepares candidates to use the principles of universal design for learning. In the freshman year, all education teacher candidates receive instruction in a cognitive interactionist teaching and lesson plan model that intentionally incorporates universal design for learning (UDL) principles, from the planning stage. Candidates explore and apply ways to differentiate instruction based on pre-assessment of a student's level of readiness for class content. These ways include determining essential content to identify enduring understandings; designing and implementing instructional strategies and grouping alternatives that engage each student in higher level processing; and by planning and adapting a variety of assessments to allow each student equal opportunity to demonstrate his/her level of proficiency in meeting learning goals. Freshmen apply UDL principles in preparing and teaching lessons to peers; sophomores in adapting lesson plans for students with IEPs, learning disabilities, and/or English Proficiency needs; juniors in diverse classroom field placements, and seniors in Practicum and Student Teaching Placements. Faculty not only model a UDL teaching philosophy and differentiation practices in each program-specific methods course, but also through utilizing Cairn's online learning platform (e.g. eLearning/Moodle). Through eLearning, faculty provide multiple means of representation, engagement, and expression (e.g. posting of content, sharing a variety of materials and resources to enhance student learning, and using interactive assessments. In this way, technology integration that models UDL principles becomes part of a student's own learning experience. Though the responses listed above are in place, we continually evaluate ways to improve our practices in better preparing teacher candidates for today's classroom, including the integration of effective technological tools into our teacher preparation program.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All teacher education majors take two 3-credit courses in special education. The first course, Foundations of Special Education, is designed to introduce the regular classroom teacher to the philosophical, historical, legal, and ethical foundations of special education. Students engage in a study of the categories of disabilities; the process and procedural guidelines for identification, screening, assessment, diagnosis and placement of exceptional learners; the role of the regular educator in identifying, evaluating, and instructing students with special learning needs; the identification of the stages in the IEP process; educational adaptations; and family and life span issues. This course includes a five-hour observation component. The second course, Inclusionary Practices, is designed to study the methodology for teaching exceptional children in inclusive education settings. Multi-disciplinary teaming, collaboration, management, instructional strategies including Universal Design for Learning, adaptations, IEP evaluation, typical and atypical development, and home/ school partnerships, are examined. This course also includes a five-hour observation component in an inclusion classroom. In addition to these two courses, 90 hours of instruction for teaching students with disabilities is integrated within program-specific education methods courses (a matrix of these hours was submitted in the PDE major review, giving evidence of our compliance with the 270 hours specified for Special Education). The largest component of these additional hours are in the senior course, Educational Assessment and Adaptations, in which students engage in the study of the philosophy, guidelines, and strategies for differentiated practice. Students analyze and create differentiated assessments, including pre-assessment, formative assessment, and summative assessment measures; question grading practices; engage in PSSA and PVAAS assessment-based decision making on the district, school, classroom levels to improve student learning and determine interventions; and examine the legal responsibilities of the general education teacher in the special education identification process.

   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.***

   In Foundations of Education, all general education candidates receive instruction in the role of the regular educator in identifying, evaluating, and instructing students with special learning needs and are assessed in their ability to identify of the stages in the IEP process. In the classroom observation component of this course, students observe the use of IEP goals to inform instruction and assess student progress. In Inclusionary Practices, general education candidates receive instruction in multi-disciplinary teaming, collaboration, and management. Candidates review the stages of the IEP process, and plan, take roles, and participate in a mock IEP evaluation. In the classroom observation component of this course, candidates observe the general educator's involvement in Response to Intervention, and his/her use of IEP goals to plan and assess instruction. In Educational Assessment and Adaptations, candidates evaluate each step of Response to Intervention to determine the steps in which the general educator is legally responsible and/or participates. It is during the Student Teaching semester that general education candidates participate as a member of grade-level individualized education program teams to determine and assess instruction based on IEP goals, plan lessons to meet IEP goal targets, work with identified students, and at times, participate in an IEP meeting.

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

   All general education candidates take a 3-credit ESL Specialist course, Foundations of Teaching English Learners, which is designed to prepare them to work with English Learners. In this course, candidates gain an understanding of the linguistic, social, cultural, and academic needs of English learners, as well as study and apply research-based strategies to plan adapted instruction and assessment to meet these needs. In Inclusionary Practices, general education candidates also study and apply strategies to meet the needs of English learners. Integration of a teacher mindset and instructional strategies to effectively teach students with limited English proficiency are studied and applied in reading and writing methods courses on both elementary (Integrated Language Arts, Developmental and Diagnostic Reading) and secondary levels (Reading and Writing Across the Curriculum for Diverse Learners).

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

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

a. **Teach students with disabilities effectively**

Because all Special Education (SPE) certification candidates are also general education candidates, all of the above description applies to these candidates as well. The additional coursework for Special Education (30 hours) engages SPE candidates in in-depth study of the characteristics; instructional and assessment practices and strategies; diagnosis, evaluation, and management; use of assistive technology devices; and behavior management of students with High-Incidence and Low-Incidence Disabilities, including two 3-credit courses specializing in Autism. Candidate engagement in field placements is embedded in much of Special Education coursework, culminating in two Practicums (High-Incidence and Low-Incidence), and half of the PDE required Student Teaching semester.

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

Again, since SPE certification is an add-on certification, the general educator courses and descriptions apply to SPE candidates as well, including the SPE course, Inclusionary Practices, where all education majors evaluate Individual Education Plan (IEP) goals. In Special Education coursework, candidates experience IEP team tasks as follows: • In Diagnosis and Evaluation of the Exceptional Learner, candidates apply RTI concepts and conduct assessments to screen their students for evaluation eligibility. They write an IEP based on a given student profile. They watch videos of IEP meetings and evaluate their quality and effectiveness from educator and parent perspectives. • In Higher Incidence Disabilities, candidates write IEP goals based on a case study. • In Lower Incidence Disabilities, candidates learn about person-centered planning, early childhood transition, and secondary transition.

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

Other than Foundations of Teaching English Learners (ELs), and additional instruction in elementary and secondary reading and writing methods courses which all teacher candidates take, in Higher Incidence Disabilities, SPE teacher candidates learn and apply effective assessment and instruction strategies for ELs with learning disabilities. Candidates learn about common cognitive problems and instructional solutions that may address both learning disabilities and difficulty in second language acquisition.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Please note that our program pass rates have been affected by the ability students have to be eligible for certification with failed test scores, due to PA's provisions for composite scores (basic skills testing) and/or through the GPA qualifying score (certification qualifying testing). Since ETS and Pearson do not yet have in place a way to indicate these exceptions, these students appear to have failed the exams, though they are eligible for state certification.

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:

Dr. Dianne Alexander

TITLE:

Interim Dean, School of 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:

Sarah Zimmerman

TITLE:

Logistics and Certification Officer