

PA

Cairn University
Traditional Report AY 2024-25
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

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CITY

Langhorne

STATE

Pennsylvania

ZIP

19047

SALUTATION

Mrs.

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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), 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
13.121	Early Childhood Education	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
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	UG	

Total number of teacher preparation programs:

11

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	☒ 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

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
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.)

3

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

3

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

Some of the above elements are not required for entry, but are monitored throughout the student's program at Cairn. For example, clearances are collected at the onset of their freshman year before they are formally accepted into the program. New clearances are required each year of the program. GPAs are monitored by way of a document kept in each student's file. GPAs are monitored at certain checkpoints including applications for practicums and student teaching. 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. In July of 2022, the PA Department of Education signed Act 55 which waived the Basic Skills requirement until 2025. For this reason we have changed our response above from yes, we require Basic Skills to no, we do not require the tests.

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	☒ 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

Element	Admission	Completion
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
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.)

3

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

3

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

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 2024-25. ([§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	135
Number of clock hours required for student teaching	520

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)

6

[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)

3

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

118

Number of students in supervised clinical experience during this academic year

70

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

The number of students in clinical experiences is lower than the number of cooperating teachers because some students have more than one experience in the academic year.

Enrollment and Program Completers

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

[\(§205\(a\)\(1\)\(C\)\(ii\)\)](#)

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	87
Subset of Program Completers	28

Gender	Total Enrolled	Subset of Program Completers
Male	25	7
Female	62	21
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	6	1
Black or African American	2	0
Hispanic/Latino of any race	6	1
Native Hawaiian or Other Pacific Islander	0	0
White	69	25
Two or more races	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	2	1

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 2024-25.

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 2024-25

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	4
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	13
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	6
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	6
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	2
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	1
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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	5
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	13
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	6

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	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
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	1
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: 	

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:

Successful strategies that Cairn University’s School of Education is using in addressing the assurances listed above include: 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 or recruitment trends. 1. The School of Education maintains positive relationships with local education agencies. The Director of Student Teaching and Field Placement collaborates with and solicits feedback from the local public and private schools where SOE graduates are frequently hired. Data regarding how the program preparation is meeting the needs of LEAs is largely collected through the student teaching experience. The university faculty who supervisor student teachers complete six observations of each student teacher. During these observations, the university supervisors are not only observing the student teacher but also discerning current trends in the local schools. This helps to ensure alignment between program methods courses

and current curriculum used by LEAs. In addition, two surveys are utilized at the end of student teaching to gather feedback regarding the program preparation. The Mentor Teacher Final Evaluation and the Student Teacher Evaluation of the Cairn Program both provide evidence that student teachers are well prepared to be excellent candidates that will meet the needs of LEAs. Members of the SOE attend informational sessions provided by the Pennsylvania Department of Education (PDE) to remain abreast of current statistics in the teacher workforce. With the recent teacher shortage, the School of Education receives many requests from LEAs for teacher candidates to fill vacancies. SOE staff share these openings with eligible teacher candidates. The SOE continues to meet bi-annually with the Advisory Council, comprised of local administrators from partner schools, to solicit feedback from LEAs about current needs in teacher preparation and professional development. Most recently, the School of Education has participated in meetings regarding Pennsylvania's new student teaching grant program and plans to encourage teacher candidates to participate in the program with hopes of increasing the teacher workforce in the state. Preparation is closely linked with the needs of the schools and the instructional decisions new teachers face in the classroom.

2. As mentioned above, collaboration with LEAs allows the program to align teacher preparation with the current trends in education. This also contributes to an understanding of the instructional decisions new teachers will face in the classroom. Data from a variety of sources, including an 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, confirm that the program preparation is relevant to the reality of today's classroom. Recent initiatives to ensure faculty and students are staying current on educational trends are: a) the alignment of courses with PDE's Common Ground Framework, b) academic program chapels at which educators from a variety of schools and organizations share about current trends in the profession, and c) expanding faculty and student participation in professional associations and conferences. Prospective SPE teachers are prepared in core academic subjects to instruct in core academic subjects.

3. At Cairn University, students have the option to complete Special Education certification as a stand-alone program or an add-on to the Elementary/PK-4; Secondary Math, English, Social Studies; or K-12 H/PE education certification programs. All candidates complete the University core curriculum rooted in the liberal arts and sciences. Those completing the add-on certification also are prepared to teach the core subjects of their education major along with the special education content. Those completing the stand-alone SPE program take a variety of methods courses such as teaching social studies, teaching math, and teaching English so they are well equipped to teach SPE students in any subject. Candidates also participate in field experiences that are integrated into methods courses allowing them to combine content knowledge with practical skills. Prospective general education teachers are prepared to provide instruction to students with disabilities.

4. The PDE mandated 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 311/761 Inclusionary Practices. Both of these courses have field placement components which ensure that teacher candidates not only learn content, but also have practical experiences in real classrooms. 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. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

5. Each Cairn education major receives instruction to meet the PDE mandated 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 [EDU 332 Integrated Language Arts and ECH 422/722 Developmental and Diagnostic Reading] and within EDU 351 Reading and Writing across the Curriculum for Diverse Learners for Secondary and H/PE education majors. At Cairn University, the Pennsylvania PK-12 ESL Specialist certification may be added to any education certification program. Students have the opportunity to volunteer at the Community English Language Program (CELP), a university outreach program for local community members who are English Language Learners. 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. This provides opportunities for education majors to practice lesson delivery to ESL students. Prospective general education students are prepared:

- to provide instruction to students from low income families.
- to effectively teach in rural and urban schools.

6./7. Because Cairn is situated only a few miles from the Philadelphia city limits, education majors are exposed to 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, and suburban sectors. Although the 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 the field placements across this wide socio-economically and geographically diverse region, that students observe and experience the need to effectively adapt instruction to the context of students' lives. Since Cairn education majors come from rural areas, upper class suburbia, and urban Philadelphia, the university classrooms are diverse by nature. Within course discussions on relevant topics expose 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 community 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 locations such as 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 and then 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\(a\)\)](#)

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for 2024-2025 will be to recruit two mathematics education majors. As there continues to be a decline in students pursuing teaching careers, we have kept our goal at two math recruits.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

In the 2024-2025 academic year, we did not met our goal of recruiting two new mathematics majors. Our recruitment strategies included: • The dean or program advisor called prospective students who had applied and been accepted. The purpose of the call was to answer questions and encourage students to commit with an intent to enroll. • The dean or program advisor met with prospective students who came for a campus visit, answered questions, and invited them to attend an education class. • On Open House Days for prospective students, the dean and certification officer welcomed students and parents, gave an overview of the distinctives of our education program, discussed certification options and answered questions. • When meeting with prospective students, the dean mentioned that math is a critical shortage area. • The School of Liberal Arts and Sciences (SLAS) has a full time math faculty member who also has K-12 experience and advises students interested in math education along with the secondary program director. • The Teacher Education Standards Committee has a representative from the math department. The committee has discussed ways to address the declining numbers in Secondary Education and how to best service secondary education students. • Each April, a scholarship award is given to a rising Junior or Senior who is in the Math education program. • In the fall, an internal email was sent to recruit BA math majors from the School of Liberal Arts and Sciences into secondary math education. The email explained the math teacher shortages and encouraged students to consider math education.

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

The SOE will continue to announce the critical shortage areas on Open House days with incoming freshmen through a slide indicating the critical shortage areas. The Dean will continue to advocate for the following to remain in place: 1) a SLAS math faculty on the Teacher Education Standards Committee and 2) a full time SLAS math faculty member with K-12 teaching experience. The SOE will continue to send internal emails in the fall to recruit BA math majors from the School of Liberal Arts and Sciences into secondary math education.

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

Secondary education programs, both at the University and across the Commonwealth of Pennsylvania, have reached an all-time low enrollment with the teacher shortage. Thus, the math goals have been set low to reflect this trend.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Our goal for 2025-2026 will be to recruit two mathematics education majors. As there continues to be a decline in students pursuing teaching careers, we have kept our goal at two math recruits.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Our goal for 2026-2027 will be to recruit two mathematics education majors. As there continues to be a decline in students pursuing teaching careers, we have kept our goal at two math recruits.

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\(a\)\)](#)

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 \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Our goal for the 2026-2027 academic year will be to recruit four science education majors. This will be a new program offered at Cairn and we are beginning to advertise and promote this program.

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 \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our 2024-2025 goal is to recruit three special education certification candidates. With the declining trends in teacher preparation programs across the state and the nation, we have kept our goal at three special education recruits.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

In the 2024-2025 academic year, we recruited five special education certification candidates. These candidates are at the undergraduate and post-baccalaureate programs. Our strategies to recruit new students included: • The dean or program advisor called prospective students who had applied and been accepted to answer questions and encourage them to commit and enroll in the program. • The dean or program advisor met with prospective students who came for a campus visit, answered questions, and invited them to attend an education class. • On Open House Days, the dean welcomed students and parents and gave an overview of the distinctives of the education program. The certification officer explained the process and value for adding special education certification on an existing certification. • During advising, program directors shared with advisees the option of adding on special education certification. This was tracked on an internal advising document. Marketing revised brochures and websites to include new language regarding the post-baccalaureate program for certification in special education.

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

The SOE will continue to announce the critical shortage areas on Open House days with incoming first-year students through a slide indicating the critical shortage areas. Advisors will be reminded to engage freshmen and sophomores in a conversation about the value of adding special education certification during advising meetings each fall and spring. The certification officer has revised the protocols for post-baccalaureate students to become certification candidates with the hopes of introducing them to certification earlier.

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

Special education continues to be a critical shortage area across the state of PA. The SOE has reviewed and revised its admissions requirements for initial special education certification at the post-baccalaureate level to attract more students.

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

Our 2025-2026 goal is to recruit three special education certification candidates. With the declining trends in teacher preparation programs across the state and the nation, we have kept our goal at three special education recruits.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

Our 2026-2027 goal is to recruit three special education certification candidates. With the declining trends in teacher preparation programs across the state and the nation, we have kept our goal at three special education recruits.

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\(a\)\)](#)

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our 2024-2025 goal is to recruit two teachers in instruction of limited English proficient students. With the declining trends in teacher preparation programs across the state and the nation, we have kept our goal at two ESL recruits.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We recruited four teachers in instruction of limited English proficient students, meeting our goal for the 2023-2024 year. Our strategies to recruit new students included: • The dean or program advisor called prospective students who had applied and been accepted to answer questions and encourage them to commit with an intent to enroll. • The dean or program advisor met with prospective students who came for a campus visit, answered questions, and invited them to attend an education class. • On Open House Days, the dean welcomed students and parents, gave an overview of the distinctives of the education program, and encouraged all prospective students to consider adding on additional certifications to their initial certification program. The certification officer explained the process and value of adding on the ESL specialist certification. Opportunities to participate in the Community English Language Program (CELP) were also shared with prospective students. •During fall/spring advising meetings, Program advisors shared the opportunity to add the ESL Program Specialist certification to their initial certification. Students interested were tracked on an internal advising sheet. • Education students were actively recruited to work in the School of Education’s Community English Language Program, a free program for adults in the community

with limited English proficiency. Experiencing CELP often inspires education students to add-on the ESL Program Specialist certification or TESOL minor.

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

The dean/certification officer will continue to inform prospective students of the value in adding on the ESL Program Specialist certification. During the Open House presentation, the dean will highlight the ESL Program certification and the opportunities to participate in CELP. Program directors will continue to engage freshmen and sophomores in conversations about the value of adding on the ESL Program Specialist certification during advising meetings each fall and spring. The TESOL Program Director will inform education majors about CELP at the first academic assembly in the fall and will invite students to participate in CELP.

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

The PK-12 ESL Program Specialist is an add-on certification option for any education major. It is also available through the TESOL graduate certificate program.

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our 2025-2026 goal is to recruit two teachers in instruction of limited English proficient students. With the declining trends in teacher preparation programs across the state and the nation, we have kept our goal at two ESL recruits.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

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:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2022-23	13	176	13	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

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, 2024-25	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2024-25	12	221	10	83
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2023-24	9			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	7			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2024-25	12	230	11	92
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2023-24	9			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2024-25	12	208	7	58
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2023-24	9			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2022-23	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5581 -SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			

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, 2024-25	24	20	83
All program completers, 2023-24	19	12	63
All program completers, 2022-23	24	24	100

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☒ Other specify:

Association of Christian Schools International

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

Cairn University's teacher education programs integrate the use of technology to enhance learning in a variety of ways throughout each program. The following descriptive evidence will support the positive responses provided above. The examples highlight the School of Education's commitment to integrate technology effectively within curricula and instruction, in the analysis of data to improve student learning, and in the application of universal design for learning (UDL) principles to assure that every student has equal opportunity to access content, to engage in processing, and to demonstrate learning.

- Integrate technology effectively into curricula and instruction: Faculty align course syllabi to the International Society of Technology in Education (ISTE) standards to ensure the program curricula contain relevant technology content and skills. Within education methods courses, 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, document projector, Chrome Books, educational games and Apps, Google applications, and a wide variety of Internet sites, including YouTube clips, Brain Breaks, behavior management programs, and tutorials/games. Subject-specific technology is integrated within methods course instruction and assessment. For example, in the PK-4 program, the math methods course provides candidates with the opportunity to critique, select, and organize a website review of games/learning activities for each domain of math. The information gathered is utilized in centers for both practice and tutorial purposes. Candidates are assessed on their ability to integrate the websites appropriately into math lesson plans. In the social studies methods course, candidates participate in a collaborative computer format to problem solve a

community environmental issue. Within the secondary education program, the Instructional Design course requires candidates to create a digital toolkit, linking articles, websites and resources to be used throughout their lessons. In upper-level methods courses, candidates create a digital portfolio via Google Docs to highlight their work and must integrate technology into the lessons that they teach. In secondary mathematics methods, students curate a list of online resources both for their personal growth and for classroom use, and then integrate them into their lesson plans. Each year, the School of Education offers a free technology training seminar to all students. The topic for the seminar is determined based on feedback from the previous year's student teachers. In exit surveys, student teachers share the type of classroom technology that LEAs are using most frequently. Some of the recent technology training seminars provided were: Smart Board Training (2021), Google Classroom Training (2022), Padlet Training (2023), Nearpod Training (2024), and PA Common Ground Tech Competencies (2025). 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 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 quick to pick up varied versions of Smart Board technology and use of instructional applications provided by specific curriculum publishers to enhance motivation and/or enable tutoring of individual students. Candidates also use 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 teacher candidates quickly acquire 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 candidate-produced lessons. Beginning with the incoming class of 2025, education majors will be required to take EDU 446 Emerging Technologies in Education. The data collected from student teachers and mentor teachers show that teacher candidates at Cairn University integrate technology seamlessly into their instruction. While student teachers do not always learn the technology during their teacher preparation program, they learn basic skills which allow them to adapt to the technology employed at the student teaching site. 100% of student teachers surveyed in spring 2023 stated that they were able to effectively use technology in the classroom.

- 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. The university utilizes two platforms - Self-Service and eLearning - to collect, record, and manage student data. Faculty model the collection of data through the following ways: participating in online forums, checking student understanding, analyzing course evaluations, and using spreadsheets to compile student data. Faculty use the data to 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 a course on educational assessment and adaptations, elementary and secondary teacher candidates learn how to use PSSA data to analyze student achievement, how to interpret and use PVAAS data reports to improve student learning on the district, school, classroom, and individual levels, and how to use Excel or Google Sheets to organize and calculate 9-weeks grades. 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.
- Evidence that the program prepares candidates to use the principles of universal design for learning: In the freshman year, all teacher candidates receive instruction in the cognitive interactionist lesson plan model that intentionally incorporates universal design for learning (UDL) principles from the planning stage. Candidates explore ways to provide equal access to instruction based on the pre-assessment of a student's level of readiness for class content. Candidates learn to determine essential content to identify enduring understandings; to design and implement instructional strategies and grouping alternatives that engage each student in higher level processing; and to plan and adapt 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. With the recent implementation of PDE's Chapter 49 competencies in structured literacy, candidates are learning how to utilize assistive technology in planning literacy instruction according to the principles of UDL. The School of Education continually evaluates ways to improve practices to better prepare teacher candidates for tomorrow's classroom. The integration of effective technological tools into the courses in the teacher preparation program is a high priority.

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 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 ten-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 Special 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 multilingual learners 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 take Foundations of Special Education and Inclusionary Practices, 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. Candidate engagement in field placements is embedded in much of Special Education coursework, culminating in two practicums (in least restrictive and more restrictive environments) 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*.

SPE candidates, similar to all education majors, take Inclusionary Practices, where they evaluate Individual Education Plan (IEP) goals. In addition, they take a variety of Special Education courses which provide experiences with IEP team tasks. See list below: • 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.

Special education teacher candidates take Foundations of Teaching English Learners (ELs) and have additional instruction in elementary and secondary reading and writing methods courses which all teacher candidates take. Additionally, in Teaching Children with 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. Instruction for teaching ELs is also included in three other SPE courses: Inclusionary Practices, Developmental and Diagnostic Reading Interventions, and Teaching Children with Lower Incidence Disabilities.

Contextual Information

On this page, review the contextual information about your program, 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.

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:

Diana Schmell

TITLE:

Certification Officer

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:

Adam Porcella

TITLE:

Provost