



Northwestern State University
Alternative, IHE-based Report AY 2023-24
Louisiana



100% COMPLETE
STATUS: **IN PROGRESS**

Institution Information

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

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

IPEDS ID

160038

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

350 Sam Sibley Dr.

CITY

Natchitoches

STATE

Louisiana

ZIP

71497

SALUTATION

Dr.

FIRST NAME

April

LAST NAME

Giddens

PHONE

(318) 357-6288

EMAIL

giddensa@nsula.edu

List of Programs

THIS PAGE INCLUDES:

>> [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](#)

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 | PG | |
| 13.1202 | Elementary Education | PG | |
| 13.1203 | Junior High/Intermediate/Middle School Education and Teaching | PG | |
| 13.1 | Special Education | PG | |
| 13.1322 | Teacher Education - Biology | PG | |
| 13.1303 | Teacher Education - Business | PG | |
| 13.1323 | Teacher Education - Chemistry | PG | |
| 13.1305 | Teacher Education - English/Language Arts | PG | |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | PG | |
| 13.1306 | Teacher Education - Foreign Language | PG | |
| 13.1316 | Teacher Education - General Science | PG | |
| 13.1311 | Teacher Education - Mathematics | PG | |
| 13.1312 | Teacher Education - Music | PG | |
| 13.1329 | Teacher Education - Physics | PG | |
| 13.1318 | Teacher Education - Social Studies | PG | |

Total number of teacher preparation programs:

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

| Element | Admission | Completion |
|--|--|--|
| Essay or personal statement | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Interview | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

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

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

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

This information is about our undergraduate Teacher Education Program, which is not Alt Cert.

Postgraduate Requirements

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

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

- Yes
 No

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

| Element | Admission | Completion |
|--|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|--|---|---|
| Subject area/academic content test or other subject matter verification | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text" value="Bachelor's degree or Higher"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.5

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

2.5

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 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

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

0

Number of clock hours required for student teaching

525

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" is 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

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

0

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

1

All Programs

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

9

[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)

5

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

49

Number of students in supervised clinical experience during this academic year

64

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

Northwestern State University offers two options for alternative certification: a practitioner program and a Master of Arts in Teaching (MAT) program. In both options, the plan of study requires that candidates complete a two semester internship rather than student teaching or residency. Therefore, the first question regarding student teaching is not applicable to the majority of our programs. However, NSU is currently participating in a Teacher Quality Program (TQP) with the Orchard Foundation where candidates complete a MAT. Rather than completing a two semester internship, candidates are completing a residency with a master teacher. For this grant program (2019-2023), candidates are completing two-semester residency. NSU meets all state requirements for field hours for alternative certification candidates. As per the Louisiana Guide to Complete the Westat Title II Institution and Program Review Card, the university has counted all adjuncts as 1 FTE, regardless of how many students they supervise.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

| 2023-24 Total | |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 88 |
| Subset of Program Completers | 42 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 8 | 4 |
| Female | 80 | 38 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 13 | 6 |
| Hispanic/Latino of any race | 3 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 69 | 34 |
| Two or more races | 2 | 1 |

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

1

1

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24

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

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

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | 17 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | 4 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 8 |
| 13.1306 | Teacher Education - Foreign Language | |
| 13.1307 | Teacher Education - Health | |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | |
| 13.1311 | Teacher Education - Mathematics | 7 |
| 13.1312 | Teacher Education - Music | 1 |
| 13.1314 | Teacher Education - Physical Education and Coaching | |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 4 |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 1 |
| 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 | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | 17 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | 4 |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 8 |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | 7 |
| 13.1312 | Teacher Education - Music | 1 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - General Science | 4 |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | 1 |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | <input type="text"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 03 | Natural Resources and Conservation | <input type="text"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Continued collaboration with LEAs and State DoE. Candidates enrolled in alternative certification programs complete field and clinical experiences in K-12 schools and must show that they have worked with diverse populations of students. We added monthly virtual seminars to support our Alt Cert Interns as well as their mentor teachers.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We would like to continue growth in the Secondary Alt Certification programs by enrolling 6 new candidates.

3. Did your program meet the goal?

- Yes
 No

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

The department attended recruiting events throughout the state.

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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to recruit at least 2 Math PREP or MAT students.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to recruit at least 2 Math PREP or MAT students.

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 \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We would like to continue growing the enrollment by adding a minimum of 5 teacher candidates in the area of science.

3. Did your program meet the goal?

- Yes
 No

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

The department recruited at statewide events with LEAs.

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 (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We would like to continue growing the enrollment by adding a minimum of 2 alt cert students in the area of science.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We would like to continue growing the enrollment by adding a minimum of 2 alt cert students in the area of science.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

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

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

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To continue increasing enrollment of special education candidates, the department will aim to recruit a minimum of 5 additional teacher candidates.

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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To continue increasing enrollment of special education candidates, the department will aim to recruit a minimum of 3 additional teacher candidates.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

To continue increasing enrollment of special education candidates, the department will aim to recruit a minimum of 3 additional teacher candidates.

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.

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 \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22 | 13 | 154 | 13 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22 | 15 | 166 | 15 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22 | 14 | 164 | 14 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22 | 6 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 23 | 173 | 23 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24 | 18 | 175 | 18 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 22 | 175 | 22 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 23 | 177 | 23 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students | 23 | 168 | 23 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24 | 18 | 167 | 18 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 22 | 169 | 22 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22 | 23 | 171 | 23 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students | 23 | 170 | 23 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24 | 18 | 175 | 18 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23 | 22 | 171 | 22 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22 | 23 | 174 | 23 | 100 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 23 | 166 | 23 | 100 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24 | 18 | 170 | 18 | 100 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 22 | 169 | 22 | 100 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 23 | 167 | 23 | 100 |
| ETS7003 -ELEM ED: MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS7005 -ELEM ED: SCIENCE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS7004 -ELEM ED: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS7002 -ELEM ED: TEACHING READING Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24 | 6 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23 | 5 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24 | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24 | 3 | | | |
| ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24 | 2 | | | |
| ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24 | 3 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24 | 1 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 8 | | | |
| ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24 | 2 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24 | 1 | | | |
| ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23 | 6 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22 | 8 | | | |
| ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24 | 1 | | | |
| ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2023-24 | 9 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23 | 13 | 177 | 13 | 100 |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22 | 20 | 177 | 20 | 100 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students | 6 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24 | 11 | 179 | 11 | 100 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23 | 17 | 174 | 17 | 100 |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22 | 16 | 170 | 16 | 100 |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24 | 3 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students | 6 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24 | 14 | 175 | 14 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23 | 21 | 174 | 21 | 100 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22 | 20 | 174 | 20 | 100 |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24 | 3 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23 | 5 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22 | 10 | 170 | 10 | 100 |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |
| ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2023-24 | 42 | 42 | 100 |
| All program completers, 2022-23 | 52 | 52 | 100 |
| All program completers, 2021-22 | 62 | 60 | 97 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

Integrate technology into curricula and instruction: With the advances in educational technology and its increasing availability in P-12 schools, it is imperative that teacher candidates be prepared to integrate digital-age tools for planning, instruction, student engagement, and assessment of learning. Candidates at Northwestern State University develop a digital-age skill set that includes Microsoft Suite, interactive whiteboard technology, Universal Design/Universal Design for Learning. Candidates use their knowledge and skills in coursework and field experiences to create technology-rich learning environments that promote student inquiry, critical thinking, and problem-based learning. Use technology to effectively collect data to improve teaching and learning: Candidates experience the value of using student data in improving teaching and learning. They understand the concepts of 1) assessment of learning and 2) assessment for learning. Best practices in designing learning assessments are presented to candidates, and the candidates demonstrate their mastery of these through field-based activities. Candidates are afforded the opportunities to use technology to collect data on summative and formative assessments of student performance in lessons they teach before and during the clinical experience (student teaching or internship). Because each school district, and in some cases each school, has access to different tools, candidates collaborate with field-based cooperating teachers to select the most appropriate tools for data collection in the lessons they teach. Use technology to manage data to improve teaching and learning: Once candidates collect student performance data, they may use any number of applications to organize the data. Applications like Google Classroom and are learning management systems with built-in assessment modules for collecting, housing, and analyzing data. Other applications like Google Forms and SurveyMonkey are Web-based data collection tools from which data can be exported then imported into spreadsheet applications, like Microsoft Excel or Google Sheets, for organizing data in usable forms. Use technology to analyze data to improve

teaching and learning: Candidates use spreadsheet applications, like Microsoft Excel or Google Sheets, to organize and analyze student performance data. Other tools embedded within the applications used to collect data may be available for candidate use as well. Student performance data are analyzed using any number of these tools to assist the candidate in reflecting on student performance and in making data-driven instructional decisions. Students are also required to incorporate the SAMR Model into each lesson plan.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

All students seeking certification within this program must successfully complete a required special education course. This course focuses on all facets of special education and specifically addresses the preparation, instruction, and assessment of students with disabilities. This course provides training in Council for Exceptional (CEC) dispositions and knowledge required for working as a member of an Individualized Education Plan (IEP) team. Topics covered include Special Education law, major categories of disabilities, diversity, and education in the least restrictive environment (LRE). In addition to the topics covered in this class, the needs of diverse learners are a principal focus throughout other coursework. This program prepares both general and special education teachers to effectively teach students with disabilities by regularly examining and discussing the learning differences and similarities of all children. Candidates also differentiate in lesson plans by specifying content, process, and product.

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*.

Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. As coursework culminates, mastery of the aforementioned skills and an understanding of how to apply the provisions of disabilities law (such as Inclusion, LRE, and Individuals with Disabilities Education Act (IDEA) and the responsibilities of educators and stakeholders in an IEP is required of all candidates. Particular emphasis is given to understanding parental perceptions and concerns of disabled children and ways of working with parents, their children, and team members in order to assure optimum achievement for children. Culturally responsive teaching practices are also embedded throughout the curriculum.

c. Effectively teach students who are limited English proficient.

ELL and ESL students are addressed through instruction which is integrated throughout coursework and implements the SIOP model. Students are expected to craft lessons for these students if present in their classes. Culturally responsive teaching practices are also embedded throughout the curriculum.

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

The School of Education's Master of Arts in Teaching (MAT) degree in Special Education specifically prepares candidates to meet the Louisiana, Council for Exceptional Children (CEC), and Council for the Accreditation of Educator Preparation (CAEP) certification and highly qualified requirements for licensure in Learning Disabilities (K-12). It is a state approved program and has accreditation by the Council for Exceptional Children (CEC). The program of study consists of 33 hours of coursework in the areas of learning disabilities (LD) and literacy and six hours of

supervised internship. In addition to aligning its curriculum offerings with the CEC Content Standards, candidates also design and implement instruction in accordance with the state Content Standards and demonstrate the professional dispositions defined by the Louisiana Department of Education Standards of Conduct. The course of study provides candidates with hands-on activities designed to help them acquire, practice, and refine competencies in a developmental, scholar-practitioner manner. They complete the series of IRIS modules, including its case study and response questions. Candidates also develop lesson plans for demonstrating their ability to select, adapt, and use instructional strategies and materials that address specific student deficiencies.

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*.

As coursework culminates, mastery of the aforementioned skills and an understanding of how to apply the provisions of disabilities law (such as Inclusion, LRE, and Individuals with Disabilities Education Act (IDEA) and the responsibilities of educators and stakeholders in an IEP is required of all candidates. Particular emphasis is given to understanding parental perceptions and concerns of disabled children and ways of working with parents, their children, and team members in order to assure optimum achievement for children.

c. Effectively teach students who are limited English proficient.

ELL and ESL students are addressed through instruction which is integrated throughout coursework and implements the SIOP model. Students are expected to craft lessons for these students if present in their classes.

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.

Founded in 1884 as the State Normal School, Northwestern State University continues its legacy of preparing teachers and other school personnel for their daily work in the schools. Evidence to support this statement includes published findings from the Louisiana Board of Regents Teacher Preparation Data Dashboards. Additional information can be found on the Louisiana Quality Rating Scale

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:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: