SC

Winthrop University
Traditional Report AY 2017-18
South Carolina

● REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

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CITY

Rock Hill

STATE

South Carolina ▼

ZIP

29733

SALUTATION

Dr. ▼

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

● Yes
○ No

If yes, provide the following:

AWARD YEAR

2009

GRANTEE NAME

Winthrop University

PROJECT NAME

Network of Sustained, Collaborative, Ongoing, Preparation of Educators (NetSCOPE)

GRANT NUMBER

U336S090144

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

Chester, Cherokee, Fairfield, Lancaster,and Union. Resource Districts include the 4 York county districts: York (York 1), Rock Hill (York 2),Clover (York 2), and Fort Mill (York 4).

LIST OTHER PARTNERS (ONE PER LINE)

CERRA (Center for Educator Recruitment, Retention and Advancement), SCASA (South Carolina Association of School Administrators), OEC (Olde English Consortium)

PROJECT TYPE

- ○ Residency
- ● Pre-baccalaureate
- ○ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	Yes	
Dance Education	Yes	
Early Childhood Education	Yes	
Elementary Education	Yes	
Middle Level Education	Yes	
Modern Languages	Yes	
Music Education	Yes	
Physical Education	Yes	
Secondary Biology	Yes	
Secondary Chemistry	Yes	
Secondary English	Yes	
Secondary Mathematics	Yes	
Secondary Social Studies	Yes	
Special Education	Yes	
Theatre Education	Yes	

Total number of teacher preparation programs: 15

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Total number of teacher preparation programs: 15		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

> **THIS PAGE INCLUDES:**
>
> >> Admissions
>
> >> Undergraduate Requirements
>
> >> Postgraduate Requirements
>
> >> Supervised Clinical Experience

Admissions

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

Sophomore year ▼

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

○ Yes

● No

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

https://www.winthrop.edu/uploadedFiles/recandreg/Catalogs/18-19/18-19-ED.pdf

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

For the MAT program, students can apply for admission after taking 12 hours of graduate credit. Additional requirements are: (1) a cumulative GPA of at least 3.0 in graduate coursework, (2) satisfactory completion of dispositional self reflection, and (3) satisfactory performance in all field experiences within core education coursework.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Transcript		● No	● Yes	
Fingerprint check		● No	● Yes	
Background check	● Yes		● Yes	
Minimum number of courses/credits/semester hours completed	● Yes		● Yes	
Minimum GPA	● Yes		● Yes	
Minimum GPA in content area coursework		● No	● Yes	
Minimum GPA in professional education coursework	● Yes		● Yes	
Minimum ACT score		● No		● No
Minimum SAT score		● No		● No
Minimum basic skills test score	● Yes			● No
Subject area/academic content test or other subject matter verification		● No	● Yes	
Recommendation(s)	● Yes		● Yes	
Essay or personal statement	● Yes			● No
Interview		● No		● No
Other Specify: For Entry: Field work. For Exit: Pass Internship Final Evaluation and edTPA..	● Yes		● Yes	

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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.49

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.54

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

A minimum grade of C or above is required for professional education courses. There is a review of dispositions at entry to the program, before internship experiences, and before exit from the program.

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: For Entry: Field work. For Exit: Pass Internship Final Evaluation and edTPA.	● 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.81

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.74

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

We have two options for the MAT programs: (a) a Fifth Year MAT option, a three semester program for recent BA/BS graduates and (b) the traditional MAT option which is approximately a two-year program. Students in the Fifth-Year MAT must pass the Content Area Praxis before beginning coursework. Students in the traditional MAT must pass Content Area Praxis before entering the Internship, which is in their second year. For students in the foreign language certification areas a score of advanced low is required on the ACTFL Oral Proficiency exam at the same point as the Praxis Content Area exam. A minimum grade of C or above is required for all professional education courses. There is a review of dispositions at entry to the program, before internship experiences, and before exit from the program. See section 1.b for further details on the program admission process which happen after completion of 12 graduate hours.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	353
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	31
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	564
Number of students in supervised clinical experience during this academic year	907

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

The clinically-based preparation model begins in the freshman year with a 21-contact hour early field experience in the course EDUC 200 Developmental Sciences and the Context of Poverty. In the sophomore year, candidates complete 36 hours in the field for the STAR Rotations, a set of two courses focusing on students who have special needs, who are English language learners, and who have gifts and talents. Across the junior or first semester of the senior years, candidates complete a 12-hour field experience associated with EDCO 305/EDUC 602 Technology in the Classroom, an average of 30 hours through the content specific Field Experience associated with methods coursework (varies by program), and 12 hours associated with EDUC 350/EDUC 610 Academic and Social Strategies for Establishing an Inclusive Classroom Climate. In the final year candidates complete a year-long internship, each following the host school district's calendar. In the fall the structure of the Internship I experience varies by program, but candidates spend an average of 272 hours in content and level specific classrooms. Thus giving an average of 353 hours prior to Internship II what is typically considered the student teaching experience. Internship II (Student Teaching) is approximately the same for all programs—640 hours, although there is some variance based on the school districts' calendars followed by the candidates. Partner teachers and university faculty share in the supervision of the early field experiences, and capstone internships. Also note that the number of students reported this year may appear different than years prior to 2016-2017. We have been advised by our state to report information in a way that captures differently situations where the same student is completing multiple experiences simultaneously. Note that the students must complete the sum of the hours required and cannot count the same experience for multiple expectations.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	294
Unduplicated number of males enrolled in 2017-18	43
Unduplicated number of females enrolled in 2017-18	251

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	9
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	1
Black or African American	51
Native Hawaiian or Other Pacific Islander	0
White	222
Two or more races	8

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	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.

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 2017-18. 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))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	26
13.1210	Teacher Education - Early Childhood Education	35
13.1202	Teacher Education - Elementary Education	33
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	20
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	9
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	6
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	10
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	5
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	5
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	26
13.1210	Teacher Education - Early Childhood Education	35
13.1202	Teacher Education - Elementary Education	33
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	20
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
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	5
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	9
54	History	1
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	2
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	1
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

›› Program Completers

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	165
2016-17	166
2015-16	141

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

● Yes
○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 4

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

● Yes
○ No
○ Not applicable

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

The program had 6 total completers during the reporting year. Key recruitment efforts remain the work of the Noyce Scholarship Program, targeted recruitment from the College of Education related to the Accelerate Master's of Art in Teaching program, and faculty involvement in university recruitment (open houses, Teacher Cadet Days, etc.). Added efforts in 2017-2018 from the College of Education included updated recruitment materials for prospective students and improved resources and services for Educational Studies minors related to retention. Further, the College of Education has created a comprehensive recruitment and retention plan for all teacher education programs that will be implemented in fall 2019.

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:

Number represents total number of completers.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

> 4

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

Number represents total number of completers. We will review this goal for growth as recruitment and retention efforts have opportunities to have an impact.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 4

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

Number represents total number of completers. We will review this goal for growth as recruitment and retention efforts have opportunities to have an impact.

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes

○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

> 2

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

○ Yes
● No
○ Not applicable

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:

The program had 1 completer during the reporting year. Key recruitment efforts remain the work of the Noyce Scholarship Program, targeted recruitment from the College of Education related to the Accelerate Master's of Art in Teaching program, and faculty involvement in university recruitment (Open Houses, Teacher Cadet Days, etc.). Added efforts in 2017-2018 from the College of Education included updated recruitment materials for prospective students and improved resources and services for Educational Studies minors related to retention. Further, the College of Education has created a comprehensive recruitment and retention plan for all teacher education programs that will be implemented in fall 2019.

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

Number represents growth not total number.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

● Yes
○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

> 2

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

Number represents total number of completers.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

● Yes
○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

> 2

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

20

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

The program had 26 total completers during the reporting year. Key recruitment efforts remain targeted recruitment from the College of Education related to the opportunities with the Winthrop Think College program and faculty involvement in university recruitment. Added efforts in 2017-2018 from the College of Education included updated recruitment materials for prospective students and improved resources and creation of a comprehensive recruitment and retention plan for all teacher education programs that will be implemented in fall 2019. This retention plan includes a focus on helping candidates with examination preparation and intrusive advising efforts for at risk candidates.

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:

Number represents total number of completers.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

> 20

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

> Number represents total number of completers.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

> 20

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

> Number represents total number of completers.

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 to state credential 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)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

>

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ○ No
- ○ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

○ Yes
● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

[   ]

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

○ Yes
● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

[   ]

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

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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 in Meeting Assurances: 1. The College of Education employs many approaches to ensure that our preparation programs remain responsive to the local, state, and national education needs. * We conduct regular follow-up surveys of graduates from our programs and survey the school district employers where our graduates work. Survey results are reviewed and discussed by faculty at both the unit and program levels. * Each program in the college has an advisory committee whose membership consists of P-12 teachers and administrators, program alumni, and current students. The committees meet on an annual basis and provide feedback to the program. 2. Preparation is closely linked with the needs of the schools and the instructional decisions new teachers face in the classroom. * The College of Education has a nine-school district University-School Partnership Network made up of six Professional Development and 46 Partner Schools that work with the teacher preparation program on common goals of simultaneous renewal. These school partners provide invaluable feedback to the program and support for field and clinical experiences. The partnership focuses on shared preparation of teacher candidates and professional development of district teachers in working more effectively with diverse learners (ELL, special needs in the general education classroom, and children in poverty). 3. Special Education teacher candidates receive strong preparation in core academic subjects. * All Special Education majors complete the coursework for Elementary add-on certification in their baccalaureate program. This enables them to apply, upon graduation, for Elementary certification (pending passage of the appropriate Praxis II tests). * Special Education majors take the same Arts and Sciences content courses as the elementary teacher candidates. In addition, they take the following elementary methods courses: Teaching Social Studies in the Elementary Classroom, Teaching Science in the Elementary Classroom, Teaching Math in the Elementary Classroom, as well as 13 hours of literacy instruction. 4. All general education teacher candidates have coursework in working with exceptional and diverse learners. * In our clinically-based program, baccalaureate candidates take EDCO 200, Developmental Sciences and the Context of Poverty, EDCO 201 Literacy and the English Language Learner, EDCO 202 Supporting Students with Disabilities in the General Education Classroom, and EDCO 350 Academic and Social Strategies for Establishing an Inclusive Classroom Climate. MAT candidates take EDCO 610, Teaching Exceptional Learners in Inclusive Settings. These courses provide candidates with an understanding of individual differences among students with disabilities, who are English language learners, and/or who come from a background of poverty. Relevant legislation and rights and responsibilities of school personnel are addressed. In addition, candidates learn to modify assessments, to accommodate instruction to meet the needs of diverse learners, and to work collaboratively with families and other professionals. 5. All general education teachers are prepared to provide instruction to limited English proficient students. * First, all general education candidates in our clinically-based undergraduate curriculum take a course that prepares them to effectively teach students who are limited English proficient: EDCO 201, Literacy and the English Language Learner. In this course, candidates examine the stages of language acquisition and methods supporting English language learners. This course includes a field placement in which students collaborate with an expert mentor to meet the needs of an English language learner in the context of the general education classroom. * Second, MAT students take three courses that prepare them to teach limited English proficient students effectively. In EDCO 601, Psychology Applied to Teaching, candidates learn about assessing the stages of language development of English language learners and explore the effects of family and context though concepts such as culturally responsive teaching and Bronfenbrenner's Ecological Systems Theory. In EDCO 605, Educational Assessment, candidates learn ways to design assessments to avoid cultural bias and to increase accessibility. In EDCO 610, Teaching Exceptional Learners in Inclusive Settings, candidates learn about modifications and accommodations for English language learners. 6. General education teachers receive training in providing instruction to children from low-income families and work effectively in rural and urban schools. * All candidates take EDCO 200 or 601, courses in developmental sciences with the context of poverty. Topics include typical human development, contexts of poverty and its effects on P-12 learners, and

family/community exploration. This course includes a field placement in which candidates work with a learner living in poverty. * The Winthrop University Partnership Network provides multiple placements in schools that contain high proportions of children who live in poverty and who are at-risk for school failure. High poverty sites include a mix of urban, suburban and rural schools.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	10	164	6	60
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	10	172	10	100
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	7			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	28	46	28	100
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TPA0110 -EDTPA: ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	27	58	27	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	47	10	100
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	22	47	22	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	37	171	36	97
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	35	171	35	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2016-17	38	174	38	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	26	174	26	100
ETS5021 -EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	32	182	31	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	32	175	31	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	32	175	31	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	32	170	28	88
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	4			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	29	176	29	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	29	177	29	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	22	177	22	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	18	177	17	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	11	180	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	7			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	11	177	11	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	12	173	12	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	13	158	10	77

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	13	158	10	77
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	14	159	12	86
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	12	170	12	100
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	17	168	14	82
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	11	170	11	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	12	170	12	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	7			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	10	176	10	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	11	173	11	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	4			

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) All program completers, 2016-17	18	177	18	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	23	176	23	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	40	179	40	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	39	178	39	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	36	174	36	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	26	176	26	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	67	179	67	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	46	179	46	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	13	179	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	26	178	26	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	22	182	22	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	16	180	16	100
ETS5322 -SE STUDENTS W INTELLECTUAL DISABILITIES Educational Testing Service (ETS) All program completers, 2017-18	15	178	15	100
ETS5322 -SE STUDENTS W INTELLECTUAL DISABILITIES Educational Testing Service (ETS) All program completers, 2016-17	11	181	11	100
ETS5322 -SE STUDENTS W INTELLECTUAL DISABILITIES Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2016-17	11	181	11	100
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2015-16	11	172	11	100
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2016-17	11	183	11	100
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2015-16	11	182	11	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	10	164	8	80
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5641 -THEATRE Educational Testing Service (ETS) Other enrolled students	4			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2015-16	1			
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	165	165	100
All program completers, 2016-17	166	166	100
All program completers, 2015-16	141	141	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   1. Preparation of General Education Teachers to Integrate Technology Effectively into Curricula and Instruction: The educational technology class (EDCO 305 for baccalaureate and EDCO 602 for MAT) prepares all candidates for technology integration by providing demonstrations of effective strategies, contemporary readings, and opportunities to engage in discipline-specific research and applications with emerging technologies. These courses provide multiple opportunities to create standards-based activities that use technology in a seamlessly integrated manner. Field-based rubrics and lesson planning expectations include expectations for technology use to support students learning. 2. Preparation of General Education Teachers to Collect, Manage, and Analyze Data to Improve Teaching and Learning: EDCO 220, Assessment to Meet Diverse Needs and EDCO 605, Educational Assessment, provide candidates with opportunities to discuss options for collection and management of assessment data. Further in field placements (specifically those at the internship level) candidates are introduced to and use school specific products to manage assessment information for use in communication, evaluation, and lesson planning. Throughout the program candidates use a technology-based assessment system through coursework that enables them to experience the collection of assessment data from the student prospective and use of feedback to improve learning in a technology-based environment.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

Provide the following information about 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)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   1. All general education candidates in the initial preparation program demonstrate the ability to teach students with disabilities effectively. Winthrop prepares general education teachers to teach students with disabilities effectively in multiple courses. All undergraduate and MAT general education candidates in our clinically-based program take EDCO 202, Supporting the Student with Disabilities in the General Education Classroom or EDCO 610, Teaching Exceptional Learners in Inclusive Settings. The candidates gain an understanding of individual differences among students with disabilities and work with a student in a general education setting to develop lessons that meet his/her individual academic, social, and/or behavioral needs. Through the introductory experiences here and embedded follow-up in course such as EDCO 305/602, Technology in the Inclusive Classroom and EDCO 350/660, Academic and Social Strategies for Establishing an Inclusive Classroom Climate candidates learn to use UDL (Universal Design for Learning) principles to modify assessments, to accommodate instruction to meet the needs of diverse learners and to work collaboratively with families and other professionals. Finally, all general education candidates in the initial preparation programs (MAT and undergraduate) are required to demonstrate the ability to effectively teach students with varying needs in the edTPA assessment. Candidates identify IEP and at-risk students in the context for learning and are required to include appropriate accommodations and modifications in all lesson plans. 2. Preparation of General Education Teachers to Participate as Members of an IEP Program Team: All undergraduate and MAT general education candidates in our clinically-based program take EDCO 202, Supporting the Student with Disabilities in the General Education Classroom or EDCO 610, Teaching Exceptional Learners in Inclusive Settings. Students learn about the legal, political, and ethical foundations of special education as well as the general education teacher's role in this process. They review and analyze the IEP for the child that they work for the case study assignment. Further through a clinically-based program and a year-long internship experiences, candidates have the opportunity to work along side general education teachers in the clinical setting to incorporate appropriate strategies for all learns and engage in professional discussions/meetings around the IEP and 504 plan process. 3. Preparation of General Education Teachers to Teach Students who are Limited English Proficient Effectively: All general education candidates in our clinically-based

curriculum take EDCO 201, Literacy and the English Language Learner or EDCO 610, Teaching Exceptional Learners in Inclusive Settings. Candidates learn about assessing the stages of language development of English language learners and explore the effects of family and context though concepts such as culturally responsive teaching and Bronfenbrenner's Ecological Systems Theory. Through the introductory experiences here and embedded follow-up in course such as EDCO 220/605 Education Assessment, EDCO 305/602, Technology in the Inclusive Classroom, and EDCO 350/660, Academic and Social Strategies for Establishing an Inclusive Classroom Climate candidates learn to use UDL (Universal Design for Learning) principles to modify assessments, to accommodate instruction to meet the needs of language learners and to work collaboratively with families and other professionals. Finally, all general education candidates in the initial preparation programs (MAT and undergraduate) are required to demonstrate the ability to effectively teach students with varying needs in the edTPA assessment. Candidates identify needs of English Learners in the context for learning and are required to include appropriate accommodations and modifications in all lesson plans.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

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

   b. **participate as a member of individualized education program teams**

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

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

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

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

   1. Preparation of Special Education Teachers to Teach Students with Disabilities Effectively: Candidates in the special education program receive a comprehensive foundation in their discipline. Our programs are nationally accredited by the Council on Exceptional Children (CEC) and address state and national standards. The program is designed to provide multi-categorical certification with the coursework to add-on certification in severe and elementary. The program has 35 hours of SPED coursework. In addition to the internship, the program has an early field experience in special education in the sophomore year and a second practicum in the discipline in the junior year. Alumni and Employer Surveys indicate that our graduates are highly effective teachers. 2. Preparation of Special Education Teachers to Participate as Members of an IEP Program Team All special education courses provide information on IDEA and the IEP process as it relates to the content of the particular course. Several courses have specific assessments addressing aspects of the IEP process. In SPED 585, Methods for Students with LD, ED, MD, and SD, special education candidates write an Individual Transition Plan (ITP) for a student. In SPED 391, Assessment, special education candidates write a hypothetical IEP based on formal and informal assessments they conduct with a student in their field experience classroom. 3. Preparation of Special Education Teachers to Teach Students who are Limited English Proficient Effectively: First, all candidates (including special education) take a course that prepares them to effectively teach students who are limited English proficient: EDCO 201, Literacy and the English Language Learner. In this course, candidates examine the stages of language acquisition and methods supporting English language learners. This course includes a field placement in which students collaborate with an expert mentor to meet the needs of an English Language Learner in the context of the general education classroom. Second, candidates in the special education program receive additional preparation in working with limited English proficient students in several special education courses. In SPED 391, Assessment, students complete an assessment report project in which they administer formal and informal assessments to a special education student in a practicum setting. Students address assessment bias and test accommodations in this report. They need to provide a rationale for choosing specific assessment tools taking into consideration cultural bias. In SPED 585, Methods for Students with LD, ED, MD, and SD, students complete an assessment of phonemic awareness with a special education student in their field setting. Issues of language and literacy assessment for limited English proficient students are addressed in this project. SPED 561, Characteristics of Children with Learning Disabilities, includes an ELL Case Study to determine eligibility and intervention possibilities for a student learning English who has been brought before a pre-referral and eligibility committee. Students must accurately know ELL and special education law along with interventions and information on accommodations and modifications.

Contextual Information

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

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

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The program has now submitted the self-study for CAEP accreditation and awaits the response from the off site evaluation of the materials. Annually the program reports to CAEP on the required measures and these are available at https://www.winthrop.edu/coe/default.aspx?id=29184 (will be updated by March 1, 2019).

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **294**.

Number of program completers from Section I: Program Information, Program Completers is **165**.

For a total enrollment of **459**.

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:

Beth Greene Costner

TITLE:

Associate Dean

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:

Jennie Rakestraw

TITLE:

Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	281	294	4.63%
Male Enrollment	51	43	-15.69%
Female Enrollment	230	251	9.13%
Hispanic/Latino Enrollment	6	9	50.00%
American Indian or Alaska Native Enrollment	1	1	0.00%
Asian Enrollment	5	1	-80.00%
Black or African American Enrollment	49	51	4.08%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	212	222	4.72%
Two or more races Enrollment	7	8	14.29%
Average number of clock hours required prior to student teaching	353	353	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	34	31	-8.82%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	553	564	1.99%
Number of students in supervised clinical experience during this academic year	870	907	4.25%
Total completers for current academic year	166	165	-0.60%
Total completers for prior academic year	141	166	17.73%
Total completers for second prior academic year	146	141	-3.42%