



Wright State University
Traditional Report AY 2018-19
Ohio



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

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Kahrig

PHONE

(937) 775-3584

EMAIL

tammy.kahrig@wright.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs: 15

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

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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>edTPA for all programs</div>	<input type="radio"/> Yes <input checked="" 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.)

2.75

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:

Postgraduate Requirements

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

☒ Yes

☐ No

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

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>edTPA</div>	<input type="radio"/> Yes <input checked="" 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.)

2.7

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

3

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>445</div>
Number of clock hours required for student teaching	<div>490</div>

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	<div></div>
Number of years required for teaching as the teacher of record in a classroom	<div></div>

All Programs

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

5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

30

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

779

Number of students in supervised clinical experience during this academic year

779

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

Enrollment and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	468
Subset of Program Completers	167

Gender	Total Enrolled	Subset of Program Completers
Male	130	37
Female	338	130
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	0
Black or African American	6	1
Hispanic/Latino of any race	7	2
Native Hawaiian or Other Pacific Islander	1	0
White	435	160

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	14	2
No Race/Ethnicity Reported	3	1

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2018-19

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>24</div>
13.1202	Teacher Education - Elementary Education	<div>0</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	31
13.1210	Teacher Education - Early Childhood Education	60
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	30
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	21
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	21
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
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 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2018-19

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="24"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="0"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="31"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="60"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="16"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="4"/>
13.1307	Teacher Education - Health	<input type="text" value="5"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="3"/>
13.1312	Teacher Education - Music	<input type="text" value="15"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="5"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="1"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="4"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="4"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
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: <div></div>	<div></div>

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

Program Assurances

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

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:
- All teacher candidates complete extensive supervised field experiences in a range of school settings, including diverse urban, suburban, and rural schools (when possible). All teacher candidates are assessed at multiple points in their teacher preparation program, including the comprehensive edTPA Teacher Performance Assessment during student teaching.

Annual Goals: Mathematics

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

We planned to prepare 1 teacher in high school mathematics

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We successfully prepared 3 high school mathematics teachers.

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

We hope to work more closely with our Math department to recruit more students into the teacher licensure program for adolescence to young adult.

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

Wright State University is pursuing a number of changes to its teacher preparation programs to increase enrollment in teacher shortage areas. While the university has historically not offered initial teacher licensure at the undergraduate level in adolescent to young adult (grades 7-12), the university received approval from the Ohio Department of Higher Education in Summer 2019 to offer adolescent to young adult licensure in integrated mathematics at the undergraduate level. It is our hope that this expanded program offering will be more attractive and accessible to prospective teacher candidates.

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal was again to prepare 1 high school mathematics teacher.

Set Next Year's Goal (2020-21)

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

- ☐ Yes
☒ No

10. Describe your goal.

Annual Goals: Science

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

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

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

☒ Yes

☐ No

2. Describe your goal.

Our goal was to add 3 high school science teachers.

3. Did your program meet the goal?

☒ Yes

☐ No

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

We successfully prepared 5 high school science teachers.

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:

Wright State University is pursuing a number of changes to its teacher preparation programs to increase enrollment in teacher shortage areas. While the university has historically not offered initial teacher licensure at the undergraduate level in adolescent to young adult (grades 7-12), the university received approval from the Ohio Department of Higher Education in Summer 2019 to offer adolescent to young adult licensure in science at the undergraduate level. It is our hope that this expanded program offering will be more attractive and accessible to prospective teacher candidates.

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to prepare 6 high school science teachers in 2019-20.

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

In 2020-21, we hope to prepare 2 high school science teachers at the graduate level and an additional 2 at the undergraduate level.

Annual Goals: Special Education

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

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

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

☒ Yes

☐ No

2. Describe your goal.

Our goal was to prepare 10 special education teachers in 2018-2019.

3. Did your program meet the goal?

☒ Yes

☐ No

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

We successfully prepared 24 special education teachers in 2018-2019.

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:

Wright State University is pursuing a number of changes to its teacher preparation programs to increase enrollment in teacher shortage areas. While the university has historically not offered initial teacher licensure at the undergraduate level in intervention specialist, the university submitted a proposal to the Ohio Department of Higher Education and received approval in Summer 2019 to offer intervention specialist licensure at the undergraduate level. It is our hope that this expanded program offering will be more attractive and accessible to prospective teacher candidates.

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to prepare 10 special education teachers.

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to prepare 10 special education teachers.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

We were unsure if we would have any enrollment in 2018-2019 as we were pursuing a number of changes to our offerings.

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:

We are pursuing a number of changes to expand our opportunities for preparing TESOL teachers. Historically, the only TESOL program we offered is a graduate-level endorsement program for licensed teachers. We received approval this year from the state to offer the TESOL endorsement at the undergraduate level, which will allow teacher candidates to complete the TESOL endorsement concurrently with their initial license. In addition, we have submitted a proposal and received approval from the state to offer an initial licensure program in TESOL at the undergraduate level. It is our hope that these expanded program offerings will be more attractive and accessible to prospective teacher candidates.

Review Current Year's Goal (2019-20)

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

- ☒ Yes
☐ No

8. Describe your goal.

We hope to prepare 1 TESOL teacher through our endorsement program.

Set Next Year's Goal (2020-21)

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

- ☒ Yes
☐ No

10. Describe your goal.

We hope to enroll 2 students in our TESOL programs and graduate 1 in 2020-2021.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson Other enrolled students	5			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2018-19	28	260	28	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2017-18	24	254	24	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2016-17	23	256	23	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson Other enrolled students	81	246	80	99
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2018-19	60	249	60	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2017-18	71	250	71	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2016-17	68	253	68	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson Other enrolled students	6			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2018-19	31	247	31	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2017-18	25	244	23	92
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2016-17	27	249	27	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson Other enrolled students	6			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2018-19	32	252	31	97
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2017-18	28	249	27	96
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2016-17	29	255	29	100
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	4			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	99	244	97	98
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	59	246	59	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	71	249	71	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	67	255	67	100
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
014 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	16	249	16	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	252	10	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	14	248	14	100
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	54	247	52	96
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	108	247	108	100
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	107	244	103	96
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	21	248	21	100
023 -HEALTH Evaluation Systems group of Pearson Other enrolled students	4			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	7				
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	7				
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson Other enrolled students	3				
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1				
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	12	239	12	100	
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	4				
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	12	235	12	100	
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	7				
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2				
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3				
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1				
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	13	247	13	100	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	14	246	14	100	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	11	253	11	100	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	11	246	11	100	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	16	239	16	100	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	12	238	12	100	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	18	240	18	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	13	255	13	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	15	244	15	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	13	238	13	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	11	236	11	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	13	240	13	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	17	243	17	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	12	236	12	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	15	234	15	100	
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1				
032 -MUSIC Evaluation Systems group of Pearson Other enrolled students	5				
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	15	235	13	87	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	10	237	8	80
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	7			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			
035 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
0624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	1			
0621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	1			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) All program completers, 2018-19	1			
0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	19	249	18	95
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	244	11	85
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	18	241	15	83

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	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 Westat's Title II Support Center and your testing company representative.

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	165	162	98
All program completers, 2017-18	154	147	95
All program completers, 2016-17	154	151	98

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

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

Ohio Department of Higher Education and NCATE in 2015

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

- ☐ Yes
- ☒ No

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

Opportunities are provided for candidates to collect manage and analyze data through action research projects within a classroom setting. In these projects they typically collect quantitative and qualitative data related to student work and candidate effectiveness. Resultant data lead to implications for teaching. Technology is utilized to analyze the data. Various software including Excel are utilized. The candidates present their data using technology as well. In formal presentations, candidates utilize such programs as Prezi, PowerPoint and other presentation software to share their findings. Candidates also use school and District tools such as ProgressBook to collect and analyze data and share it with parents and families.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

• Candidates take EDS 6670 Collaboration for Inclusion. This course is co-taught with a member of the Special Education faculty. Candidates experience firsthand the co-teaching model and collaborate with peers to design lessons that will meet the needs of students with disabilities and students learning English while learning more about special populations and strategies for reaching them throughout the course. • In ED 6180 candidates complete four online IRIS modules focused on assessing students with disabilities and students learning English. • In ED 4220, candidates complete two online IRIS modules, one on differentiated instruction and one on Universal Design for Learning. • A section addressing accommodations for students with exceptionalities and LEP students is required on every lesson plan for the program. • Candidates are assessed on their ability to write differentiated lesson plans several times in the program: within their ED 6070 Integrated Unit Assignment, their ED 6180 Formative Assessment Lesson Plan Assignment, and their ED 4220 Differentiated Lesson Plan Assignment • Candidates are taught to EMBED lessons with strategies that others may consider accommodations. For example, candidates must find examples of accessible text for lessons, they must frame their lessons using the "before, during, after" model for which they are building background knowledge, supporting learning, and summarizing learning using a variety of literacy tools. • Candidates complete the edTPA. Within this national portfolio assessment, they must describe how they meet the needs of students on IEPs and analyze the work of at least one student on an IEP, providing feedback to that student to improve learning.

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*.

See response in a. above.

c. Effectively teach students who are limited English proficient.

See response in a. above.

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

IEPs are introduced in the first class that candidates take in the program. IEPs are also emphasized in EDS 6590, and candidates are required to write an IEP then and again in various methods classes.

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

In the collaboration and transition classes, we cover teaming, including how to collaborate with students and parents on IEP teams and how to organize and carry out an effective meeting. Teacher candidates analyze different perspectives of professionals, parents, and students and brainstorm ways to authentically attend to all.

c. Effectively teach students who are limited English proficient.

English language learners are emphasized in the EDS 6530 intro class. ELL is also emphasized in methods courses, which focus on assessment of individual strengths and needs and interventions based on needs.

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.

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.

The College of Education and Human Services is in its sixth decade of service to the region, the state, and the nation and takes pride in the foundation it has laid as an institution and the difference it has made in the lives of our current and former students. The College of Education and Human Services at Wright State University successfully completed a continuing accreditation review through the National Council for Accreditation of Teacher Education (NCATE) on November 15-17, 2015 and is fully approved by the Ohio Department of Higher Education. An active participant in the National Network for Educational Renewal (NNER), Wright State maintains mutually beneficial partnerships with nine school districts, collaborating with them on the design, development, and evaluation of teacher preparation programs and professional development activities.

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

The certification function is currently disabled. The certification period will be open from April 15 through April 30, 2020. You will only be able to certify your report within that timeframe.