



Wright State University
Traditional Report AY 2016-17
Ohio



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

PHONE

EMAIL

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

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

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.

THIS PAGE INCLUDES:

>> [Program Information](#)

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
Early Childhood Education	No	
Integrated Language Arts, Adolescent to Young Adult	No	
Integrated Mathematics, Adolescent to Young Adult	No	
Integrated Science, Adolescent to Young Adult	No	
Integrated Social Studies, Adolescent to Young Adult	No	
Intervention Specialist: Early Childhood	No	
Intervention Specialist: Mild to Moderate Needs	No	
Intervention Specialist: Moderate to Intensive Needs	No	
Middle Childhood Education: Mathematics & Languages Arts and Reading	No	
Middle Childhood Education: Mathematics & Science	No	
Middle Childhood Education: Mathematics & Social Studies	No	
Middle Childhood Education: Science & Language Arts and Reading	No	
Middle Childhood Education: Science & Social Studies	No	
Middle Childhood Education: Social Studies & Language Arts and Reading	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Middle Childhood Education: Social Studies & Science	No	
Multi-Age: French	No	
Multi-Age: German	No	
Multi-Age: Health Education	No	
Multi-Age: Latin	No	
Multi-Age: Music Education	No	
Multi-Age: Physical Education	No	
Multi-Age: Spanish	No	
Total number of teacher preparation programs: 22		

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:

http://education-human-services.wright.edu/academics

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

Initial licensure programs on undergraduate level - Music, Health Ed, Physical Ed, and Early Childhood Ed. All other initial licensure programs are offered at the graduate level. Initial licensure programs on graduate level - Middle Childhood Ed, Adolescent to Young Adult (Sciences, Mathematics, Integrated Language Arts, Integrated Social Studies), Multi-Age (French, Spanish, German, Latin), and Intervention Specialists (Mild to Moderate Needs, Moderate to Intensive Needs, Early Childhood Intervention Specialist).

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
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: edTPA for all programs	☐ Yes ☒ No	☒ Yes ☐ No

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

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.46

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.)

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.606

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

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: 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.)

2.7

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.449

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 2016-17?

3.487

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§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	445
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	39
Number of students in supervised clinical experience during this academic year	820

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

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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 2016-17	485
Unduplicated number of males enrolled in 2016-17	113
Unduplicated number of females enrolled in 2016-17	372

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\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	9
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	1
Asian	3
Black or African American	18
Native Hawaiian or Other Pacific Islander	1
White	436
Two or more races	14

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 2016-17. 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 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	46
13.10	Teacher Education - Special Education	23
13.1210	Teacher Education - Early Childhood Education	67
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	31
13.1205	Teacher Education - Secondary Education	23
13.1206	Teacher Education - Multiple Levels	16

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	28
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	28
13.1316	Teacher Education - Science Teacher Education/General Science	13
13.1317	Teacher Education - Social Science	25
13.1318	Teacher Education - Social Studies	25
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	25
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	28
13.1332	Teacher Education - Geography	25
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	25
13.1337	Teacher Education - Earth Science	1
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 2016-17. 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 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	46
13.10	Teacher Education - Special Education	23
13.1210	Teacher Education - Early Childhood Education	67
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	31
13.1205	Teacher Education - Secondary Education	23
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	7
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	
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	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
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	
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: 	

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

2016-17	160
2015-16	180
2014-15	276

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.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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/oep/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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☐ 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:

WSU's initial licensure program for adolescent to young adult math is only available at the graduate level; we do not offer an undergraduate licensure program for AYA math. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a \$200 online institute that can be completed in one weekend makes it difficult to attract students

into the graduate licensure program.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

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

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

1

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

WSU's initial licensure program for adolescent to young adult math is only available at the graduate level; we do not offer an undergraduate licensure program for AYA math. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a \$200 online institute that can be completed in one weekend makes it difficult to attract students into the graduate licensure program.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

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

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

3

12. 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 has submitted a proposal to the Ohio Department of Higher Education to seek approval 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.

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/oep/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 2016-17

1. Did your program prepare teachers in science in 2016-17?

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

2. How many prospective teachers did your program plan to add in science in 2016-17?

2

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ 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:

WSU's initial licensure program for adolescent to young adult science is only available at the graduate level; we do not offer an undergraduate licensure program for AYA science. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a \$200 online institute that can be completed in one weekend makes it difficult to attract students into the graduate licensure program.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

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

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

2

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

WSU's initial licensure program for adolescent to young adult science is only available at the graduate level; we do not offer an undergraduate licensure program for AYA science. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a \$200 online institute that can be completed in one weekend makes it difficult to attract students into the graduate licensure program.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

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

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

3

12. 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 has submitted a proposal to the Ohio Department of Higher Education to seek approval 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.

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/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

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

2. How many prospective teachers did your program plan to add in special education in 2016-17?

15

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ 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:

We continue to see declining enrollment across all our teacher preparation programs. WSU's initial licensure program for intervention specialist is only available at the graduate level; we do not offer an undergraduate licensure program for intervention specialist. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a

\$200 online institute that can be completed in one weekend makes it difficult to attract students into the graduate licensure program.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

10

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

We continue to see declining enrollment across all our teacher preparation programs. WSU's initial licensure program for intervention specialist is only available at the graduate level; we do not offer an undergraduate licensure program for intervention specialist. A number of factors in Ohio have made it increasingly difficult to recruit students into the graduate level licensure program. First, the state offers an alternative licensure pathway that allows bachelor's degree recipients to earn their license by completing an online pedagogy institute. The time and cost of a graduate program compared to a \$200 online institute that can be completed in one weekend makes it difficult to attract students into the graduate licensure program.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

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

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

10

12. 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 has submitted a proposal to the Ohio Department of Higher Education to seek approval 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.

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/oep/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ 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 2016-17?

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☐ 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:

We offer a TESOL endorsement program which allows current teachers to add TESOL to their existing license. Since the TESOL endorsement program is housed in the English department and the department's main focus is on TESOL generally rather than specifically for K-12, the recruitment focus is on the MA in English and TESOL certificates rather than for the K-12 TESOL endorsement.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ 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 2017-18?

1

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

We offer a TESOL endorsement program which allows current teachers to add TESOL to their existing license. Since the TESOL endorsement program is housed in the English department and the department's main focus is on TESOL generally rather than specifically for K-12, the recruitment focus is on the MA in English and TESOL certificates rather than for the K-12 TESOL endorsement.

Academic year 2018-19

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

- ☒ 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 2018-19?

5

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

We are pursuing a number of changes to expand our opportunities for preparing TESOL teachers. Currently, the only TESOL program we offer is a graduate-level endorsement program. We have submitted a proposal to the state to seek approval to offer the TESOL endorsement at the undergraduate level, which would allow teacher candidates to complete the TESOL endorsement concurrently with their initial license. In addition, we have submitted a proposal to the state to seek approval 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.

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:

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.

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.

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	6			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2016-17	23	256	23	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2015-16	32	251	32	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2014-15	36	256	36	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson Other enrolled students	38	248	36	95
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2016-17	68	253	68	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2015-16	56	248	54	96
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2014-15	47	236	46	98
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson Other enrolled students	11	245	9	82
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2016-17	27	249	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2015-16	35	254	35	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2014-15	35	251	35	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson Other enrolled students	10	240	9	90
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2016-17	26	254	25	96
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2015-16	37	247	36	97
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2014-15	43	251	41	95
006 -ART Evaluation Systems group of Pearson All program completers, 2014-15	2			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	3			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	43	246	39	91
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	67	255	67	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	53	249	51	96
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	47	247	46	98
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
014 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	11	251	11	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	14	248	14	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	12	248	12	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	16	236	16	100
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	23	244	20	87
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	17	252	17	100
023 -HEALTH Evaluation Systems group of Pearson Other enrolled students	7			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	7			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2015-16	10	256	10	100
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2014-15	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1				
5551 -HEALTH EDUCATION CBT Educational Testing Service (ETS) All program completers, 2014-15	2				
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1				
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1				
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	12	233	12	100	
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	7				
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	11	241	11	100	
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	4				
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5				
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7				
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1				
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	16	248	16	100	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9				
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	15	243	15	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	11	244	11	100
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	14	239	14	100
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	18	240	18	100
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	21	238	21	100
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	8			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	15	243	15	100
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	11	236	11	100
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	19	237	19	100
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	7			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	17	239	17	100
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	15	234	15	100
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	16	230	16	100
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	9			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	2			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	12	173	12	100
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	16	159	16	100
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	2			
032 -MUSIC Evaluation Systems group of Pearson Other enrolled students	5			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	7			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	13	233	10	77
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	13	234	11	85
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	10	246	9	90
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			
0623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	1			
0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	1			
5623 -PRINC LEARNING AND TEACHING 5-9 CBT Educational Testing Service (ETS) All program completers, 2015-16	1			
0624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
0621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	1			
0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	1			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) Other enrolled students	1			
0622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	2			
5354 -SE CORE KNOWLEDGE & APPLICATIONS CBT Educational Testing Service (ETS) Other enrolled students	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	15	238	12	80

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	18	241	15	83
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	22	242	21	95
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	28	250	27	96
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	153	148	97
All program completers, 2015-16	171	165	96
All program completers, 2014-15	174	170	98

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

Ohio Department of Higher Education

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

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.

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.

• 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.

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.

Regarding IEPs, they are introduced in EDS 6530 (the first class taken). They are emphasized in EDS 6590 and are required to write one then and in the various methods classes. 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. They analyze different perspectives of professionals, parents, students and brainstorm ways to authentically attend to all. As to ELL, the intro class, EDS 6530, is the main place this is discussed. However, in methods courses we certainly emphasize assessment of individual strengths and needs and interventions based on that so ELL could fit there.

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 fifth 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, 2018. You will only be able to certify your report within that timeframe.