



Complete Report Card

AY 2015-16

Institution Information

**Name of Institution:** Wright State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2015-16  
**State:** Ohio

**Address:** 3640 Col Glenn Hwy  
Dayton, OH, 45435

**Contact Name:** Dr. Tammy Kahrig  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
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 & 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
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
<b>Total number of teacher preparation programs: 22</b>	

## Section I.b Admissions

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

Sophomore year see additional info

Does your initial teacher certification program conditionally admit students?

Yes

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

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

Please provide any additional comments 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).

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
OthervedTPA for all programs	No	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.38

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.566

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
OthervedTPA	No	Yes

What is the minimum GPA required for admission into the program?

2.7

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.354

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.936

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

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.

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 2015-16:	329
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Unduplicated number of males enrolled in 2015-16:	70
Unduplicated number of females enrolled in 2015-16:	259

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	304
Two or more races:	5

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	6
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	683

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

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	26
Teacher Education - Early Childhood Education	54
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	37
Teacher Education - Secondary Education	32
Teacher Education - Multiple Levels	26
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	1
Teacher Education - Health	10
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	24
Teacher Education - Music	15
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	22
Teacher Education - Social Science	
Teacher Education - Social Studies	26
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	26
Teacher Education - Early Childhood Education	54
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	37
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	10
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	19
Teacher Education - Music	15
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science	18
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	11
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	12
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	4
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2015-16: 180

2014-15: 276

2013-14: 238

## Section II 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

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

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

#### Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

2

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

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

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

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

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.

## Section II 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 <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

#### Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

2

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

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

**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 2016-17**

**Is your program preparing teachers in science in 2016-17?**

Yes

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

2

**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**

**Will your program prepare teachers in science in 2017-18?**

No

**How many prospective teachers does your program plan to add in science in 2017-18?**

**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.

## Section II 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 <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in special education in 2015-16?**

15

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

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



**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 the 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 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

Yes

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

15

**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 the 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**

**Will your program prepare teachers in special education in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in special education in 2017-18?**

10

**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 the 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.

## Section II 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 <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2015-16**

**Did your program prepare teachers in instruction of limited English proficient students in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**

1

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?**

Yes

Description of strategies used to achieve goal, if applicable:

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

**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, recruitment has focused on the MA in English and TESOL certificates rather than for the K-12 TESOL endorsement.

**Academic year 2016-17**

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

1

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

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

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.

## Section II 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.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	1			
025-INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	7			
025-INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	11	241	11	100
025-INTEGRATED SOCIAL STUDIES	4			

Evaluation Systems group of Pearson All program completers, 2014-15				
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			
028-MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	15	246	15	100
028-MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	15	243	15	100
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	18	242	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	12	246	12	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	18	238	18	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			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	16	159	16	100
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	14	160	14	100
032-MUSIC Evaluation Systems group of Pearson Other enrolled students	3			
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	12	232	10	83
032-MUSIC Evaluation Systems group of Pearson	7			

All program completers, 2013-14				
034-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
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			
034-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	1			
0523-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, 2013-14	1			
0524-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
0521-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
0521-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	1			
0522-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	3			
0354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	2			
0354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	8			
043-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	253	10	100
043-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	22	241	20	91
043-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	28	250	26	93
043-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	171	162	95
All program completers, 2014-15	174	168	97
All program completers, 2013-14	189	187	99

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Ohio Department of Higher Education

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)?

No

## Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

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.

## Section VI 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

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 o

at least one student on an IEP, providing feedback to that student to improve learning.

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Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

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.

## Section VII 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. 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 is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Wright State University successfully completed a continuing accreditation review through the National Council for Accreditation of Teacher Education (NCATE) on November 15-17, 2015. 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

## Complete Report Card

AY 2015-16