OH

Wittenberg University
Traditional Report AY 2023-24
Ohio

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

206525

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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SALUTATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

›› List of Programs

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

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

11

SECTION I: PROGRAM INFORMATION

Program Requirements

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

THIS PAGE INCLUDES:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- (●) **Yes**
- ( ) **No**

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

Element	Admission	Completion
Transcript	(●) 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

Element	Admission	Completion
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify:	○ 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

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

We require evidence of basic skills in mathematics and writing at the admission point. This is currently done through course grades. We also require evidence of satisfactory ratings on professional educator dispositions at both admission, throughout the program and at completion.

Postgraduate Requirements

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

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

● **Yes**
○ **No**

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

Element	Admission	Completion
Transcript	● 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

Element	Admission	Completion
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:	○ 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

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

We require evidence of basic skills in mathematics and writing at the admission point. This is currently done through course grades. We also require evidence of satisfactory ratings on professional educator dispositions at both admission and completion.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● **Yes**
○ **No**

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	156
Number of clock hours required for student teaching	600

Are there programs in which candidates are the teacher of record?

○ **Yes**
● **No**

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	10
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	35
Number of students in supervised clinical experience during this academic year	29

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

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	106
Subset of Program Completers	29

Gender	Total Enrolled	Subset of Program Completers
Male	29	7
Female	77	22
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	5	0
Black or African American	5	1
Hispanic/Latino of any race	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	91	28
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	1	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	39
13.1202	Teacher Education - Elementary Education	62

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	18
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2023-24**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	8
13.1202	Teacher Education - Elementary Education	15
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

SECTION I: PROGRAM INFORMATION

Program Assurances

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

THIS PAGE INCLUDES:

>> Program Assurances

Program Assurances

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

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

To address these needs, Wittenberg employs the following strategies: 1) The Education Department meets quarterly with T.E.A.B. (Teacher Education Advisory Board) , a group of local school district administrators, including superintendents and principals. Working with T.E.A.B. enables Wittenberg to understand local hiring and preparation trends. We also attend superintendents meetings to listen to their concerns 2) All candidates who complete their preparation at Wittenberg must also complete Wittenberg's Liberal Arts Education core, which provides our candidates with a deep and broad content background. In order to address the needs of diverse students, all Wittenberg teacher candidate: a) complete a 12 hour reading core which provides our candidates with the foundational skills necessary to help all students learn, including limited English proficient students b) participate in a diversity of field and clinical experiences that provides experience in teaching urban, rural, low-income, and sub-urban populations c) all teacher candidates are

required to take and pass EDUC 120 -Introduction to Students with Special Needs and EDUC 332 Assessment and Inclusion. 3) WITT grant. This grant linked our department with the local school district to create a double major in Elementary Ed with Special Education. This is to help meet the growing needs for special education teachers while providing our partners with direct input on the training of candidates.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

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

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

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

- (●) Yes
- ( ) No

2. Describe your goal.

To continue to focus on attracting Math majors into the Math Education field.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

Implementing Noyce grant to attract and retain Math teachers

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

Work more closely with Community Colleges to attract candidates

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

Review Current Year's Goal (2024-25)

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

- (●) Yes
- ( ) No

8. Describe your goal.

To work on the logistics of the Math grant and market the potential to future Math teachers.

Set Next Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

10. Describe your goal.

Continue involvement with the Noyce grant

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

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

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

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

- (●) Yes
- ( ) No

2. Describe your goal.

To get state and University approval to provide an Integrated Science license.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

Partially. We submitted, but need to wait on the state's response.

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

We worked with all of the Science programs to build this program. Our only suggestions for improvement would be to not count on a rapid response from the state.

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

Review Current Year's Goal (2024-25)

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

- (●) Yes
- ( ) No

8. Describe your goal.

Once all entities have approved our Integrated Science application, we need to market it to the public and our current science majors.

Set Next Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

10. Describe your goal.

We hope to start recruiting of potential science teachers and we have the Noyce grant as stimulus for these candidates

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

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

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

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

- (●) Yes
- ( ) No

2. Describe your goal.

Work on a potential 7-12 IS license. This continues to be discussed.

3. Did your program meet the goal?

- ( ) Yes
- (●) No

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

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

We were overwhelmed with the state's mandate to change reading standards K-12 and have the Meadow Center requesting information and visitations.

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

Review Current Year's Goal (2024-25)

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

- (●) Yes
- ( ) No

8. Describe your goal.

Continue growing the numbers in our program.

Set Next Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

10. Describe your goal.

We are hoping to add an Pk IS endorsement. This will not take as much work and could be quickly approved by the state.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

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

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

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

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2024-25)

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

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

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

- ○ Yes
- ● No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

›› Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2023-24	3			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2022-23	2			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2021-22	5			
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2022-23	1			
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2021-22	5			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2023-24	3			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2022-23	5			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2021-22	7			
057 -APK: PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All program completers, 2022-23	1			
006 -ART Evaluation Systems group of Pearson All program completers, 2022-23	1			
006 -ART Evaluation Systems group of Pearson All program completers, 2021-22	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2023-24	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	5			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	1			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	12	245	11	92
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	23	229	19	83
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	12	228	11	92
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	23	226	19	83

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	5			
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	4			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	13	228	10	77
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	20	231	17	85
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	28	238	26	93
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	3			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	3			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	3			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	3			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	2			
035 -PHYSICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson Other enrolled students	2			
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All program completers, 2023-24	12	243	12	100
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	4			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	5			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	7			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			

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, 2021-22	13	236	11	85
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	28	18	64
All program completers, 2022-23	33	26	79
All program completers, 2021-22	41	35	85

SECTION IV: 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))**

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

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

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

- (●) **Yes**
- ( ) **No**

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

- [x] **State**
- [x] **CAEP**
- [ ] **AAQEP**
- [ ] **Other specify:**

We are now CAEP accredited

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

- ( ) **Yes**
- (●) **No**

SECTION V: USE OF TECHNOLOGY

Use of Technology

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

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

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**

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] 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.**

   As a standard practice, candidates are encouraged, and in most cases required, to integrate technology such as presentation assistance, virtual grouping, and web-based assessment technology into their lessons and course presentations. Further, lesson plans ask for students to specify the technology being used in the classroom. In methods courses, particularly math and science, students are required to develop a unit and must specifically address the use of technology by students in the unit. During methods course instruction, students develop a webpage that targets the development of a specific standard across grade levels. The webpage design and components included are structured so that students have the opportunity to demonstrate their expertise in the selection and use of technology that will enhance student learning. Each candidate continues to be required to design, develop and/or find technology to facilitate learning. As reported, our student teachers were able to switch from face to face to an online teaching environment almost overnight. They provided lectures, lessons, activities, assessments and tutoring in a synchronized and a-synchronized environment. This experience, while unplanned provided the department with assurances that our candidates were indeed capable and competent in their ability to utilize technology.

SECTION VI: TEACHER TRAINING

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

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

THIS PAGE INCLUDES:

>> Teacher Training

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All teacher candidates are required to successfully complete this entry-level course: EDUC-120--Introduction to Students with Special Needs. This course examines how schools and society respond to students who have special learning needs, those who have differing linguistic, cultural, or economic situations. The course provides an overview of legislative mandates relating to students with disabilities, teacher roles, educational programming options, and approaches for creating more inclusive school environments. EDUC 332 Assessment and Inclusion (required of all teacher candidates) provides prospective teachers with the knowledge and skills for accommodating students with special learning needs in general education and inclusive settings. EDUC 312 Reading and Writing in the Content Area (required of all teacher candidates), focuses on planning, selecting, using research-based strategies for literacy instruction and assessment, creating a literate environment in content-area classrooms. Strategies for disciplinary reading, vocabulary instruction, questioning/discussion skills, and writings or developmental delays and those who are gifted in early, middle or secondary classes. This course also focuses on High Leverage Practices in Special Education to increase K-12 student success and is assessed on the subsequent Teacher Work Sample.

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

   Participation as a member of an individualized education (IEP) program team is required as part of the student teaching/clinical practice experience and all general education teachers. All candidates are evaluated on their participation, engagement, and success in their professional responsibilities and teaching roles. The EDUC 120 course introduces the requirements of the IEP and IDEA ACT and the Response to Intervention (RTI). The EDUC 332 course expands upon the IEP process to include description of rolls, collection of data, differentiation and the candidates legal responsibilities to comply with a students IEP needs. All candidates are evaluated during student teaching by Clinical Educators and University Supervisors on their ability and success with providing differentiated instruction to K-12 students.

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

   While Wittenberg does not offer an E.L. program, we recognize that all teachers will, at some point, work with students in this category. To prepare them, all candidates complete the 12 hour reading core prepares our candidates to meet the needs of students who are limited English proficient. The department also requires an early placement (pre admittance) requirement of tutoring EL students at a local high school.

2. **Does your program prepare special education teachers?**

   - (●) Yes
   - ( ) No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   In addition to the EDUC 120, and the 332 requirement for all teacher candidates, Special Education candidates also take 2 methods classes

specifically to prepare them to effectively address students with special needs in the K-12 setting. Within these courses candidates receive instruction and practice on teaching methods, writing IEP's, general schemes for mild to moderate disabilities, behavioral and motivational needs of students with disabilities. Teacher candidates are required to do a deep dive on the Ecological Impact of disabilities across the lifespan, and examine case studies related to disabilities. They are provided practical field experiences that are supervised by Special Education mentor teachers and University Special Education faculty. In an effort to provide comprehensive training in special education, Wittenberg implemented a semester long apprenticeship course (EDUC 482) that is required for all I.S. candidates. During this course, teacher candidates will shadow and receive direct mentoring from a practicing Intervention Specialist regarding the continuum of professional and instructional expectations of special educators. In addition, the teacher candidates will meet for instruction & reflection in individual and small group sessions with the university instructor and mentors. The course requires 50 hours of field experience.

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

All special education candidates complete a semester long apprenticeship in the semester prior to student teaching. The apprenticeship provides candidates an opportunity to learn about and participate in all aspects of special education prior to student teaching. EDUC 433 - Skills for Collaborative Problem Solving in Special Education also addresses developing IEP's using the 6 IDEA processes. All of the coursework utilized and assessed by candidates during the apprenticeship is subsequently evaluated by mentors.

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

While Wittenberg does not offer an E.L. program, we recognize that all teachers will, at some point, work with students in this category. To prepare them, all candidates complete the 12-hour reading core prepares our candidates to meet the needs of students who are limited English proficient. EDUC 422 Early Childhood Intervention specifically addresses Cultural and linguist diverse learners at the Elementary level, while EDUC 352 Upper Grades Content Area Literacy - addresses similar issues at the middle and secondary level

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

›› Contextual Information

Contextual Information

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

Our department takes advantage of our particular geographic location to assure our students have clinical experiences in urban, and suburban and rural locations.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: