



Grace College
Traditional Report AY 2022-23
Indiana



REPORT COMPLETE
STATUS: CERTIFIED

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

150677

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Winona Lake

STATE

Indiana

ZIP

46590

SALUTATION

Mrs.

FIRST NAME

Florell

LAST NAME

Hand

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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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

8

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Teacher Work Sample"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.5

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:

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

Element	Admission	Completion
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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.)

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

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 2022-23. ([§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

Number of clock hours required for student teaching

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)

4

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

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

15

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

145

Number of students in supervised clinical experience during this academic year

143

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

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

2022-23 Total	
Total Number of Individuals Enrolled	109
Subset of Program Completers	30

Gender	Total Enrolled	Subset of Program Completers
Male	14	3
Female	95	27
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	0
Black or African American	0	0
Hispanic/Latino of any race	5	0
Native Hawaiian or Other Pacific Islander	0	0
White	101	30

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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 2022-23.

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 2022-23

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	<input type="text" value="6"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	23
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Education - Other Specify: Teacher Education - Geographical Perspectives; Government and Citi..."/>	<input type="text" value="2"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="23"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="4"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: Education - Other Specify: Teacher Education - Geographical Perspectives; Government and Citi...	2
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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\(b\)](#))

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:

Grace School of Education (SOE) houses the undergrad Elementary Education Program, the Teaching All Learners (TAL) undergrad program (a dual-licensure program in elementary education and mild intervention), and has oversight of six secondary education undergrad programs. The SOE also houses an online, advanced program for Intense Intervention licensure which was added to SOE course offerings in fall 2019. The Intense Intervention Program is available (simultaneously, with the undergrad program) to current TAL majors as well as to practicing teachers who hold an Indiana Educator License in mild intervention (or comparable certification) and who are seeking to add Intense Intervention to their license. Of the eight undergrad programs, five are Nationally Recognized by the corresponding Specialized Professional Associations (SPAs). The three remaining programs have been reviewed by the Indiana Department of Education and have received state approval. The School of Education prepares candidates in core

academic subjects while emphasizing effective pedagogical practice and professional engagement. This includes helping candidates make workable connections between theory and applied practice, preparing them to meet the diverse needs of learners in various educational contexts. All SOE programs incorporate the diversity implications of CAEP standards as well as those of corresponding SPAs. The EPP's key assessments as well as program assessments address the needs of all students including English language learners, students with special needs, and students from diverse language and learning backgrounds. SOE candidates are instructed in techniques to assess current learning, typically beginning in the first year of the program. These techniques are introduced through a differentiated and universal design for learning approach. This establishes the foundational principles of identifying, assessing, and instructing the diverse learning needs of all students. During field experiences in the 2nd and 3rd year, candidates engage in multiple learning tasks in which they perform guided instructional planning driven by pre-assessment, formative assessment, and post-assessment. These learning tasks provide candidates with significant opportunities to build a strong knowledge and skill base in student learning. All candidates take "Teaching Exceptional Learners," a course which introduces them to children with exceptionalities and practical strategies to assist these children, especially in an educational setting. This course examines the types of exceptionalities, the laws that apply to them, as well as adaptations and special services that are provided to children with exceptionalities in a regular classroom setting and in alternative educational settings. Field experience for this course requires each candidate to spend a full day shadowing a special educator in a local school. The intent of this experience is to familiarize candidates with the roles and responsibilities of the special education teacher as well as to provide opportunity for interaction with students with exceptionalities in a general education setting. Candidates also conduct a triangulated interview with a student with a disability, the student's teacher, and family. This experience allows candidates to understand multiple perspectives and the impact of the disability on the student's academic, social, and emotional performance along with the impact on the family support systems. Candidates are required to take the diversity course, Teaching in a Pluralistic Society, which develops understanding and skill for working with children and parents who come from diverse backgrounds. To better appreciate the influence of culture on behavior and values, students explore their own diversity through written and/or group discussions and inquire into the cultural diversity of school populations in Indiana and surrounding regions. Among the topics included in this study are multicultural education, social classes and socioeconomic status, ethnicity and race, gender, religion, language, community involvement, curriculum, justice, privilege, and other relevant topics that relate to multicultural concerns. The field experience component for this course includes a visit to an urban all-boys charter school in Fort Wayne, IN. and to West Noble Public Schools in Ligonier, which has a unique and diverse population of students. Embracing the ideology that "Teaching must be characterized as a career deeply influenced by moral practice" (Fenstermacher, 1990, in Goodlad, et. Al), the SOE works closely with local school corporations and other stakeholders to instill within future educators the principles of character, competence, and service. The practice of these principles is applied during clinical field experiences, which are essential components of our teacher preparation program. Classroom supervisors for field/clinical placements are fully licensed by the Indiana Department of Education and placements are jointly decided upon between P-12 school administration, course faculty, and the field/clinical experience director. Candidates engage in field experience beginning in their first year of study with the foundational course, SED 1000 Teaching School in America. Field experiences continue throughout the program and have been planned and sequenced to enable candidates to develop and apply their content and pedagogical knowledge in real classroom learning situations. Components of content and developmental standards for each candidate's licensing area are applied in field and clinical experiences culminating in a semester-long student teaching clinical placement. With the support and cooperation of local school administration, Grace School of Education has adopted the co-teaching model for student teaching, which assures that our graduates have had a scaffolded induction into the profession. College supervisors, P-12 supervising teachers and student teachers participate in annual co-teaching training. Student teachers work with their supervising teachers to ensure that they are mentored and are entrusted with an adequate amount of time in which to perform the duties of a lead teacher, including planning, instruction, assessment, and record keeping. Strong partnerships with local school corporations and their administration keep faculty and candidates abreast of the current and projected needs. The SOE along with area administrators work closely to explore ways in which those needs can be met. Endeavoring to help address identified openings of a local corporation, the SOE collaborated with Warsaw Community Schools (WCS) in spring 2020 on a pilot program proposal for an Indiana Teacher Residency Grant. WCS was a recipient of a 2020-2021 planning grant to support the development of a WCS/Grace College Teacher Residency Program. In 2021-2022, two student teachers were awarded the Teacher Residency Grant and completed a year-long residency in special education classrooms. In 2022-2023, three students were the recipients. Collaborative engagement with partner schools, administration and other stakeholders is foundational to the success of our teacher preparation program. Local administrators and P-12 educators participate in SOE workshops, are presenters on professional panels, serve on committees, and assist in the evaluation of candidates throughout the year. Additionally, the School of Education partners with area schools with diverse student populations to create laboratory instructional/field components for our elementary education and TAL programs. Finally, in addition to field/clinical experience aimed at strengthening candidates' ability to meet the needs of all learners, membership in the Council for Exceptional Children (CEC) is strongly encouraged for all candidates. The CEC student chapter at Grace College holds one of the largest memberships of college-student chapters in the state of Indiana. The Grace College chapter mentors and encourages area high school students who currently serve as peer mentors to consider the field of special education as a career choice. The CEC student chapter plans and hosts professional development seminars for all education majors to increase awareness of the knowledge and skills required to teach special education.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The School of Education plans to increase the number of mathematics education students by 1 participant.

3. Did your program meet the goal?

- Yes
 No

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

School of Education and the Department of Science and Mathematics faculty participate in recruitment practices (meeting with prospective candidates, attending institutional events, corresponding with prospective students through phone, text, and email). During advising, mathematics majors are encouraged to consider Mathematics Education as a course of study. As a result of recruiting efforts, five new participants were added to the mathematics education program in 2022-2023. Within the reporting year, however, one student left the program. Promoting retention through candidate support is a goal of the EPP, along with continued focus on encouraging secondary education candidates to remain in teacher education programs, particularly in STEM areas. To encourage retention, the secondary chair meets with secondary education candidates and offers guidance in the selection of and retention within the academic major as well as future teaching opportunities. In fall of 2021, a new faculty member was hired who has secondary mathematics teaching experience and whose doctoral research focused on K-12 prospective teachers' attitudes and beliefs about mathematics. Along with the new hire, the EPP set as its annual retention goals the following: 1) intentionally develop pedagogical opportunities specifically targeting secondary education students, 2) foster a sense of community and collaboration within the group, and 3) work cooperatively with key content area professors to improve and grow the secondary education programs within high-need areas. By intentionally engaging and connecting with secondary education candidates, the EPP hopes to foster a deeper connection with the EPP and among the peer group.

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 (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The School of Education plans to increase the number of mathematics education students by 1 participant.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The School of Education plans to increase the number of mathematics education students by 1 participant.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The School of Education plans to increase the number of life science education students by one (1) participant.

3. Did your program meet the goal?

- Yes
 No

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

School of Education and the Department of Science and Mathematics faculty participate in recruitment practices (meeting with prospective candidates, attending institutional events, corresponding with prospective students through phone, text, and email). During advising, science majors are encouraged to consider Life Science Education as a course of study. As a result of recruiting efforts, two new participants were added to the life science education program in 2022-2023 and both remain active students.. Promoting retention through candidate support is a goal of the EPP, along with continued focus on encouraging secondary education candidates to remain in teacher education programs, particularly in STEM areas. To encourage retention, the Secondary Education Chair meets with secondary education candidates and offers guidance in the selection of and retention within the academic major as well as future teaching opportunities. The EPP has set as its annual retention goals the following: 1) intentionally develop pedagogical opportunities specifically targeting secondary education students, 2) foster a sense of community and collaboration within the group, and 3) work cooperatively with key content area professors to improve and grow the secondary education programs within high-need areas. By intentionally engaging and connecting with secondary education candidates, the EPP hopes to foster a deeper connection with the EPP and among the peer group.

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 (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The School of Education plans to increase the number of life science education students by one (1) participant.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The School of Education plans to increase the number of life science education students by one (1) participant.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The School of Education plans to increase the number of students entering the Teaching All Learners (TAL) program by five (5) participants, and the number of students entering the Intense Intervention program by (2) participants.

3. Did your program meet the goal?

- Yes
 No

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

Measures used to increase the number of prospective special education teachers enrolled at Grace College School of Education in 2022-2023 include the following: · During advising, all Elementary Education majors are encouraged to consider adding the Teaching All Learners (TAL) special education program as a dual licensure option to their course of study. Any candidate who indicates interest in the TAL program personally meets with the special education department chair. · School of Education faculty participate in recruitment practices (meeting with prospective candidates, attending institutional events, corresponding with prospective students through phone, text, and email). The department chair of the special education program, when available, meets with prospective students who indicate interest in special education as a career option. · All education majors are encouraged to participate in The Council for Exceptional Children (CEC) Grace College chapter, which holds the largest membership of college student chapters in the state of Indiana. The Grace College chapter mentors and encourages area high school students who currently serve as peer mentors to consider the field of special education as a career choice. The CEC student chapter plans and hosts professional development seminars for all education majors to increase awareness of the knowledge and skills required to teach special education. Grace College School of Education developed an intense intervention licensure program which commenced January 2020. This program is for a) current undergraduate students seeking a

dual licensure in elementary education and mild intervention who wish to add intense intervention, and b) practicing teachers who hold an initial Indiana teaching license in mild intervention license (or comparable license) wishing to add intense intervention. In Indiana, teachers of students with intense exceptional needs (Autism Spectrum Disorder, Emotional Disability, Moderate Mental Disability, Multiple Disabilities, Orthopedic Impairment, Severe Mental Disability, Traumatic Brain Injury, Other Health Impairment) are required to hold the Exceptional Needs: Intense Intervention license. This additional program offering was designed with the intent of increasing enrollment numbers in this very high shortage area.

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The School of Education plans to increase the number of students entering the Teaching All Learners (TAL) program by five (5) participants, and the number of students entering the Intense Intervention program by (2) participants.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The School of Education plans to increase the number of students entering the Teaching All Learners (TAL) program by five (5) participants, and the number of students entering the Intense Intervention program by (2) participants.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	23	173	22	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	23	175	22	96
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	23	177	23	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	23	176	22	96
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	8			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	26	249	25	96
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	34	249	34	100
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	34	248	32	94
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	34	243	33	97
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	34	235	30	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	18	252	17	94
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	23	181	23	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	21	180	21	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	3			

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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, 2022-23	30	28	93
All program completers, 2021-22	36	35	97
All program completers, 2020-21	40	36	90

Low-Performing

THIS PAGE INCLUDES:

>> [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.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

Candidates see instructional technology implemented by professors across several schools in addition to the School of Education courses. School of Education faculty use MIMIO technology, including the use of interactive whiteboards, document cameras, hand-held pads, and voters. The School of Education faculty has been appointed as leaders in providing professional development in instructional technology across the institution. Instructional technology is introduced using the SAMR (Substitution, Augmentation, Modification, Replacement) Model in the course, Teaching and Learning. Candidates are required to design lessons that integrate instructional technology as well as provide justification (using the SAMR Model) for the integration of that technology. Candidates are expected to provide strong rationales for how the use of the developed technology in their lesson furthers student learning. Candidates also explore a multitude of instructional technologies in the course, Responsive and Differentiated Instruction. Candidates are required to integrate technology through a Universal Design for Learning approach as they plan differentiated instruction. Candidates have experience using these interactive tools in Grace College classes and are required to integrate instructional technology into their teaching and for student learning when engaged in clinical and internship sites. During student teaching, candidates design a data-driven project based on the Teacher Work Sample. Candidates consider contextual factors, formative assessment data, and standardized test data to create a data-informed curricular unit. Candidates assess, collect and manage data, and report results using technology. The reporting of the data is presented in graphs and charts to facilitate comparative data analysis as well as individual evaluation. The Teacher Work Sample also requires candidates to use many of the principles of Universal Design for Learning, including the use of multiple modes of representation, engagement, and expression as evidenced in the instructional and assessment plans. Principles of UDL are also applied in other School of Education courses for lesson and unit planning. All students complete Google

Level 1 Fundamental training early in the course, Responsive and Differentiated Instruction and apply the knowledge and skills gained for course assignments and within their student teaching placements to navigate Learning Management Systems, digital formative assessments tools such as Google forms, and to communicate with students, parents, and the community. This training was recommended by our local partner school district's instructional coaches to help candidates enhance student learning in the classroom. In addition to Educator Level 1 Certification training, the SAMR framework, and Mimio technology, other instructional technology was implemented with the goal of providing experiences in various instructional delivery modes and online learning platforms. In 2020, the elementary science methods course was redesigned to incorporate STEM applications. Candidates are now trained to design instruction using the SeeSaw Learning platform, Flipgrid, Kahoot, Vevox, and Loom.

Teacher Training

THIS PAGE INCLUDES:

>> [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.

Teacher Training

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

a. Teach students with disabilities effectively

All candidates take a class, Teaching Exceptional Learners, which prepares them to effectively provide instruction to students with various disabilities and other special needs. This course is designed for prospective teachers, elementary or secondary, and any interested persons working with children with disabilities at home or in social agencies. The intent is to develop an introduction to individuals with exceptionalities and practical strategies to assist learners in an educational setting. This course examines the types of exceptionalities, the laws that apply to them, as well as adaptations and special services that are provided to them in a general education setting and in alternative educational settings. Candidates learn about the power of language for fostering self-expression, identity development, and learning, as well as the importance of using current and appropriate terminology (including people-first language) related to people with exceptionalities. Candidates become familiar with federal and state laws related to special education, including IDEA and explore student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students. Candidates review the process of RTI and learn about the general educator's role in RTI. They study disproportionality related to language, cultural, gender, societal, and economic differences in special education. Candidates explore the general educator's role and responsibilities in the special education process and seek resources, instructional strategies, and instructional and adaptive technology to assist learners with exceptionalities in the general education setting. Finally, candidates are introduced to Universal Design for Learning in this course and begin to explore various barriers and solutions for all learners. This foundational introduction in UDL is then developed and expanded upon in a required course, Responsive & Differentiated Instruction. In the course, Responsive and Differentiated Instruction, candidates develop an understanding of differentiation principles and guidelines and then build on their knowledge of UDL to design an instructional plan that addresses various student needs, including individuals with disabilities. Candidates enrolled in the course, Literacy III: Diagnosis & Correction, complete the Data-Informed Instructional Planning (DIIP) project. The DIIP project assesses the candidate's proficiency in knowledge and skill of planning, evidence-based reading instruction and intervention for an at-risk learner or learner with exceptionalities. The candidate describes the three tiers of the RTI system and identifies how it relates to the selected student. The candidate then describes the interventions, progress monitoring, and parent collaborations that are in place for that student. The candidate demonstrates the ability to understand reading benchmark assessments which are aligned to scientifically-based reading research (SBRR). Data is then interpreted and the candidate plans instructional activities that are appropriate and sensitive to the learner's language, culture, and familial background, as well as include a review of relevant research to support the rationale for selection of the specific lesson and instructional strategies. Finally, candidates are provided opportunities to hone their skills of teaching students with disabilities effectively within their student teaching placement and are formally evaluated on that performance.

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*.

During the course, Teaching Exceptional Learners, candidates develop an understanding of the IEP process and learn about the role of the general education teacher within an IEP team. Candidates are expected to attend and participate as appropriate in IEP meetings during their student teaching experience.

c. Effectively teach students who are limited English proficient.

During the course, Responsive & Differentiated Instruction, candidates develop their understanding and ability to apply differentiated instruction to a variety of learners, including English Language Learners. Candidates design a unit plan that implements UDL as well as differentiation guidelines and principles. Candidates create solutions to accessibility and language barriers that English Language Learners often face. During the course, Teaching in a Pluralistic Society, candidates spend one day at an urban all-boys charter school in Fort Wayne, IN. During the methods block of coursework,

candidates participate in practicum experiences and design differentiated instruction to address the needs of English Language Learners.

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

Special education candidates progress through a series of coursework designed to develop a foundational knowledge and understanding of the developmental characteristics of students with exceptionalities then apply that knowledge through an in-depth study of effective and research-based strategies for students with a range of disabilities. Candidates have opportunities to develop specialized instruction designed to support students in meeting their IEP goals. Candidates apply their knowledge in practicum and clinical experiences that are scaffolded throughout their program. In the course, Teaching Students with Emotional and Behavioral Disabilities, candidates learn to address behavior through the administration of functional behavioral assessments and implementation of behavior intervention plans. Candidates then learn best practices in instructional strategies that support the behavioral needs of students with disabilities. They then apply this in practicum and clinical experiences. Candidates receive instruction in the course, Inclusion & Collaboration, which focuses on individualized adaptations & supports as well as inclusive practices that focus on providing effective instruction for students with disabilities in the general education setting. Finally, candidates expand their skills to include transition assessment, planning and instruction for students with disabilities at the secondary level in the now required course, Secondary Special Education Seminar. Candidates demonstrate their proficiency of their ability to teach students with disabilities in their student teaching semester.

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*.

Special Education Candidates participate in an in-depth study of the policy and practices regarding IDEA, LRE, and the IEP Process in the course, Policy & Practices in Special Education. Candidates observe IEP teams in action. Candidates are given a case study and conduct their own mock IEP Case Conference. Candidates collaborate with their peers in participating as a member of an IEP team. Candidates then write an IEP based on the case conference proceedings. Candidates are required to attend case conferences in multiple practicum experiences and are expected to attend and participate in case conferences during their student teaching. Candidates also participate as an IEP team member with transition planning.

c. Effectively teach students who are limited English proficient.

Special Education Candidates receive instruction on teaching students who are English Language Learners specifically in the course, Strategies for Mild Intervention. In this course, candidates study and apply strategies to enhance the language and communication development of students with disabilities who also have limited English Proficiency. During the course, Responsive & Differentiated Instruction, candidates develop their understanding and ability to apply differentiated instruction to a variety of learners, including English Language Learners. Candidates design a unit plan that implements UDL as well as differentiation guidelines and principles. Candidates create solutions to accessibility and language barriers that English Language Learners often face. In Literacy 3: Diagnosis & Correction, special education candidates design a Language and Communication Focused Lesson (L&C) Plan that assesses candidates' proficiency in knowledge and skill of instructing students with delayed language levels. This includes students with exceptionalities as well as English Language Learners. The candidate demonstrates the ability to analyze student data on language development, plan instruction and interventions informed by that data that promote all aspects of the student's language development. Special education teacher candidates read, study, and analyze data from a case study and subsequently develop an instructional plan that includes specialized strategies and research-based methods to promote language development.

Contextual Information

THIS PAGE INCLUDES:

>> [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.

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.

Grace College School of Education, the Institution's Educator Preparation Provider (EPP), seeks to prepare effective educators with deep understanding of the critical concepts and principles of their discipline, and the skills to use discipline-specific practices and understanding of student culture and differing needs to advance the learning of all students. EPP programs prepare candidates for initial licensure through foundational content, methods courses, and clinical experiences focused on current, research-based practices. Course content provides guided training in the educational components of planning, instruction, classroom management and professionalism. Courses and clinical experiences are aligned with the Interstate New Teacher Assessment and Support Consortium Standards (InTASC) and CAEP Standards. The EPP utilizes data from key assessments to determine candidate understanding of, and proficiency in applying, the 10 InTASC standards at appropriate levels. Data are collected and analyzed at each semester's end. Effective partnerships and high-quality clinical practice are central components of our teacher preparation program. The EPP works closely with local education agencies (LEAs) and other stakeholders to develop within our candidates the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on diverse students' learning and development. Partnerships between the EPP and LEAs are also mutually beneficial. Partnering districts provide job opportunities for candidates, modeling of specific practices, content panels and presentations, lab opportunities, and remediation support via relationships with teachers, professionals, and administrators. In exchange, the EPP provides high quality teachers to fill vacancies, opportunities for professional growth points for district teachers, aid for licensure renewals and additions, and consultations for professional development opportunities. Candidates also fill para positions, tutor, and help with specialized programs. Early and frequent field experiences are a strength of The School of Education's program; candidates have a 20-hour placement in the very first course. Strategically assigned field and clinical placements broaden the scope of candidate experience in diverse settings and with students having different needs. Candidates are assigned field/clinical placements based on area of study and grade-level preference. The principles of character, competence and service are applied throughout field experiences and clinical practice, and influence all clinical engagement efforts. Field and clinical experiences are designed in a developmental progression and are planned and sequenced to enable candidates to cultivate and apply content and pedagogical knowledge within P-12 classroom learning situations. All candidates complete a minimum number of field and clinical hours specific to the candidate's chosen area of study. The EPP creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and ability to integrate technology effectively in their practice. Grace College EPP does this through the Unit Assessment System (UAS), a comprehensive set of assessments using both quantitative and qualitative assessment data to monitor individual candidate progress. Data collection for all candidates begins in the first education course, Teaching School in America, and continues throughout the program. Data is collected and maintained in a campus-wide and password-protected database. We also utilize an online portfolio system to facilitate collection and analysis of key assessment data. The EPP's Quality Assurance System is cyclical and dynamic to ensure continuous review and improvement and is guided by the EPP's Unit Assessment System (UAS), EPP-adopted protocols, and internal and external reporting timeframes. The EPP is required to provide periodic reporting to various organizations to support the quality of our program- the collection and review of data for these reports is therefore integrated within regular activities of School of Education faculty and contributes to a multitude of opportunities to review program success. The EPP ensures that measures used for programmatic review and improvements produce data that are valid, consistent, and actionable. Grace College School of Education, through continual self-assessment and evidence-based analysis of programs, prepares educators to enter the classroom ready to effectively work with diverse P-12 students and their families. High-quality clinical preparation, made possible through its strong partnerships, ensures our completers are fully equipped to have a positive impact on student learning. In 2021-2022, Grace College School of Education participated in the Council for the Accreditation of Educator Preparation (CAEP) self study and site visit. All initial-licensure level CAEP standards were met and no areas for improvement or stipulations were identified in the final Accreditation Action Report. The Accreditation Council met in October 2022 and granted accreditation at the initial-licensure level, effective between fall 2022 and fall 2029. The next site review will take place in spring 2029.

Supporting Files

[CAEP Accreditation Action Report](#)

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: