Title II Higher Education Act

Menu Secondary

Camilla Fulvi Program User

Select Academic Year Menu

[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
Earlham College

Main Menu

- Home
- ALT IHE-Based Report AY 2020-21
  - Report Home
  - Instructions
  - General Guidance
  - Institution Information
  - 2022 Program 1
  - Section I: Program Information
    - List of Programs
    - Program Requirements
    - Enrollment and Program Completers
    - Teachers Prepared
    - Program Assurances
  - 2022 Program 2
  - Section II: Annual Goals
    - Annual Goals: Mathematics
    - Annual Goals: Science
    - Annual Goals: Special Education
    - Annual Goals: Instruction of Limited English Proficient Students
  - 2022 Program 3
  - Section III: Program Pass Rates
    - Assessment Pass Rates
    - Summary Pass Rates
  - 2022 Program 4
  - Section IV: Low-Performing
    - Low-Performing
  - 2022 Program 5
  - Section V: Use of Technology
    - Use of Technology
  - 2022 Program 6

IN

Earlham College Alternative, IHE-based Report AY 2020-21 Indiana
100% CompleteStatus: 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 150455

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]

Address 801 National Road West

Address line 2: [   ]

City Richmond

State

Indiana ▾

Zip 47374

Salutation

Ms. ▾

First Name Camilla

Last Name Fulvi

Phone (765) 983-1847

Email cmfulvi08@earlham.edu

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

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

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

- Teacher Preparation Program

This Page Includes:

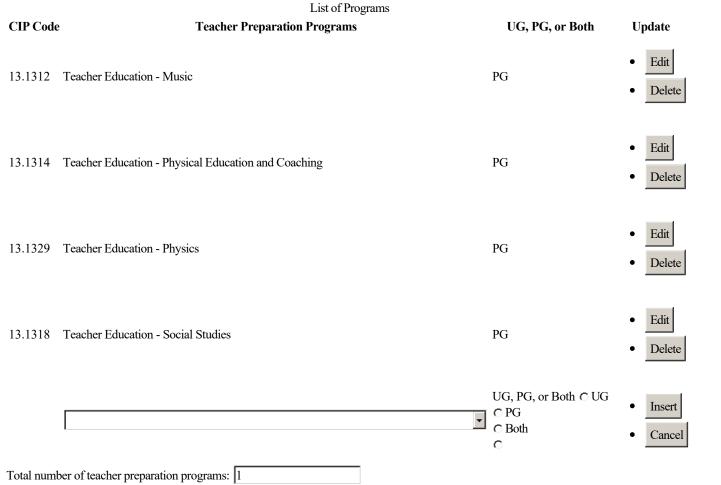- List of Programs

List of Programs

Back To Top

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1302	Teacher Education - Art	PG	• Edit • Delete
13.1322	Teacher Education - Biology	PG	• Edit • Delete
13.1303	Teacher Education - Business	PG	• Edit • Delete
13.1323	Teacher Education - Chemistry	PG	• Edit • Delete
13.1321	Teacher Education - Computer Science	PG	• Edit • Delete
13.1337	Teacher Education - Earth Science	PG	• Edit • Delete
13.14	Teacher Education - English as a Second Language	PG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	PG	• Edit • Delete
13.1306	Teacher Education - Foreign Language	PG	• Edit • Delete
13.1307	Teacher Education - Health	PG	• Edit • Delete
13.1328	Teacher Education - History	PG	• Edit • Delete
13.1311	Teacher Education - Mathematics	PG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	PG	• [Edit] • [Delete]
13.1314	Teacher Education - Physical Education and Coaching	PG	• [Edit] • [Delete]
13.1329	Teacher Education - Physics	PG	• [Edit] • [Delete]
13.1318	Teacher Education - Social Studies	PG	• [Edit] • [Delete]
[▼]		UG, PG, or Both ○ UG ○ PG ○ Both ○	• [Insert] • [Cancel]

Total number of teacher preparation programs: [1]

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ⊙ This Page is Completed

[Print] [Reset Page] [Save]

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))**

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

Back To Top

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.

Undergraduate Requirements

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

[   ]

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: [   ]

Postgraduate Requirements

Back To Top

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.

Postgraduate Requirements

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

Element	Admission	Completion

Other Specify:

Other specify: [_____]

Required for Entry ○ Yes ○ No ⦿ Required for Exit ○ 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.)

[3]

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

[3]

4. Please provide any additional information about the information provided above: The GPA for students who completed is their graduate GPA, because this is a

[The GPA for students who completed is their graduate GPA, because this is a graduate program.]

graduate program.

Supervised Clinical Experience

Back To Top

Provide the following information about supervised clinical experience in 2020-21. (§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)

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 of supervised clinical experience required prior to student teaching [504]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [520]

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)

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	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [_____]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [_____]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[_____]

All Programs

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [2]
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)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) [0]

All Programs

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

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 18

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

16

Please provide any additional information about or descriptions of the supervised clinical experiences: Two students had two different mentor teachers.

Two students had two different mentor teachers.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

○ This Page is in Progress ● This Page is Completed

Print | Reset Page | Save

Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
75% Employment Rate (%)	Number of Faculty	Delete
25% Employment Rate (%)	Number of Faculty	Delete

Add Row

Calculate FTE

Section I: Program Information

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

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

Back To Top

Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 16

Enrollment and Completer Totals
2020-21 Total

Subset of Program Completers   Subset of Program Completers in 2020-21 | 9 |

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 5	Male Completers 1
Female	Female Enrollment 10	Female Completers 8
Non-Binary/Other	Non-Binary/Other Enrollment 1	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 0	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 0	Asian Completers 0
Black or African American	Black or African American Enrollment 1	Black or African American Completers 1
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 0	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 15	White Completers 8
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ● This Page is Completed

[Print] [Reset Page] [Save]

Section I: Program Information

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.

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

- Academic Major

This Page Includes:

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

Teachers Prepared by Subject Area

Back To Top

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

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

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared 1
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify:	Number Prepared

Teachers Prepared by Academic Major

[Back To Top](#)

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⊙ Yes
○ No
☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared
13.1202	Teacher Education - Elementary Education	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	1
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	1
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	3
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	
38	Philosophy and Religious Studies	Number Prepared	
40	Physical Sciences	Number Prepared	1
41	Science Technologies/Technicians	Number Prepared	
42	Psychology	Number Prepared	
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	
46	Construction	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	

CIP Code	Academic Major	Number Prepared	
50	Visual and Performing Arts	Number Prepared	
51	Health Professions and Related Clinical Sciences	Number Prepared	
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	1
99	Other Specify: Other specify: Women's Studies	Number Prepared	1

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ⊙ This Page is Completed

[Print] [Reset Page] [Save]

Section I: Program Information

Program Assurances

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

This Page Includes:

- Program Assurances
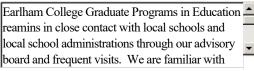
Program Assurances

Back To Top

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: Earlham College Graduate Programs in Education reamins in close contact with local schools and local school administrations through our advisory board and frequent visits. We are familiar with the needs of our local schools and will continue to look systematically at principal feedback concerning our graduates. We prioritize exposing our teacher candidates to a variety of contexts and experiences.

> Earlham College Graduate Programs in Education reamins in close contact with local schools and local school administrations through our advisory board and frequent visits. We are familiar with

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

○ This Page is in Progress ◉ This Page is Completed

Print | Reset Page | Save

Section II: Annual Goals

Annual Goals: Mathematics

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

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

> We wanted to prepare at least one math teacher.

2. Describe your goal. We wanted to prepare at least one math teacher.

3. Did your program meet the goal? ◉ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: Branched out from recruiting specifically in math, but offered math as an additional content area to

> Branched out from recruiting specifically in math, but offered math as an additional content area to Physics.

Physics.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We will continue to offer math as not only a primary

> We will continue to offer math as not only a primary content area, but an additional content area as well.

content area, but an additional content area as well.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal. [   ]

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal. [   ]

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ◉ This Page is Completed

[Print] [Reset Page] [Save]

Section II: Annual Goals

Annual Goals: Science

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

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. We hoped to prepare two science teachers in the 2020-21 school year, and we did.

[We hoped to prepare two science teachers in the 2020-21 school year, and we did.]

3. Did your program meet the goal? ◉ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: Recruiting in partnership with undergrad science departments, but also museum studies and other science-

[Recruiting in partnership with undergrad science departments, but also museum studies and other science-adjacent departments.]

adjacent departments.

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 (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. Describe your goal. We will prepare one science teacher in 21-22.

> We will prepare one science teacher in 21-22.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ○ Yes
⦿ No

10. Describe your goal.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ⦿ This Page is Completed

[Print] [Reset Page] [Save]

Section II: Annual Goals

Annual Goals: Special Education

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

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ○ Yes
● No

10. Describe your goal.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

○ This Page is in Progress ● This Page is Completed

Print | Reset Page | Save

Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

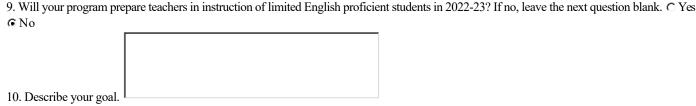## Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
● No

10. Describe your goal.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ● This Page is Completed

[Print] [Reset Page] [Save]

Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

Back To Top

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, 2019-20	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson	2			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2018-19				
PIN0047 -SCIENCE-PHYSICS	1			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
PIN0047 -SCIENCE-PHYSICS	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
PIN0006 -SECONDARY EDUCATION	7			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
PIN0006 -SECONDARY EDUCATION	3			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
PIN0006 -SECONDARY EDUCATION	5			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES	1			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES	2			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
PIN0059 -WORLD LANGUAGES-SPANISH	2			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
PIN0059 -WORLD LANGUAGES-SPANISH	1			
Evaluation Systems group of Pearson				
All program completers, 2019-20				

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

○ This Page is in Progress ◉ This Page is Completed

Print | Reset Page | Save

Section III: Program Pass Rates

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

Back To Top

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	9		
All program completers, 2019-20	4		
All program completers, 2018-19	5		
All program completers, combined 3 academic years	18	17	94

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ◉ This Page is Completed

[Print] [Reset Page] [Save]

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))**

This Page Includes:

- Low-Performing

Low-Performing

Back To Top

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:
Other specify: [_____]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
◉ No

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ◉ This Page is Completed

[Print] [Reset Page] [Save]

Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Use of Technology

Use of Technology

Back To Top

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:
   1. integrate technology effectively into curricula and instruction ⦿ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ⦿ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ⦿ Yes
      ○ No
   4. 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. We embed technology use throughout the entire program so that our candidates not only learn how to use it but actually experience using a wide variety of technology, data, etc. with the express purpose of increasing student achievement. We engage students with the concept of digital literacy, which they apply in practice during the summer middle school practicum. All students learn how to use spreadsheet software and are required to compile, graph, and disaggregate data on student learning. Students are also introduced to Universal Design for Learning -- its history and current practices -- and this is assessed via an oral exam. The spring semester is concluded with an action research project based in candidates' classroom and school. This project includes research of current literature, observations of students, planned and implemented action, and compilation and presentation of data and reflections. Throughout the program, we model the use of Web 2.0 tools and require our student teachers to both use the tools to complete projects of their own and to design projects that engage their students in using those tools to interact with content. We also teach and model digital tools that give in-the-moment assessment feedback. The use of technology is assessed in multiple places, including the portfolio. Many of our students get hands-on experience in implementing online instruction for eLearning days.

   > We embed technology use throughout the entire program so that our candidates not only learn how to use it but actually experience using a wide variety of technology, data, etc. with the express

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ⦿ This Page is Completed

[Print] [Reset Page] [Save]

Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- Teacher Training

Teacher Training

Back To Top

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

    1. Teach students with disabilities effectively Work with exceptionalities of all kinds is again embedded throughout the entire program. Our students learn from the beginning that to teach means to teach all students regardless of their learning needs. Our students see using a differentiated approach to teaching as simply good teaching. We spend a great deal of time in the summer and fall semesters learning about disabilities and the individualized education plan process, and students apply their learning in their practicum and student teaching experiences. These capabilities are assessed via various written assessments, an oral assessment, and the teaching evaluation.

       > Work with exceptionalities of all kinds is again embedded throughout the entire program. Our students learn from the beginning that to teach means to teach all students regardless of their

    2. 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 their practica, student teachers attend all the IEP meetings that their mentor would normally be expected to attend. Student teachers are also expected to review and make accommodations, and keep track of those accommodations, based on the IEPs for their students. Through readings and coursework, students also learn about IEPs during the summer and fall semesters. Additionally, we have inclusions visit class to co-teach and answer questions in the Spring.

       > During their practica, student teachers attend all the IEP meetings that their mentor would normally be expected to attend. Student teachers are also expected to review and make accommodations,

    3. Effectively teach students who are limited English proficient. During their practica, student teachers are expected to work with the ELL teacher in their building to provide students who are limited English proficient a full and and engaging education. Working with the TESOL department at Earlham, we bring in guest speakers who can give the most up to date practical information that our student teachers can use to support their ELL students. Also, through assigned readings and coursework, students learn both practical tips and an equity-based pedagogical approach to teaching ELL students.

       > During their practica, student teachers are expected to work with the ELL teacher in their building to provide students who are limited English proficient a full and and engaging

2. Does your program prepare special education teachers? ○ Yes
   ◉ No

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

   1. Teach students with disabilities effectively

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

   3. Effectively teach students who are limited English proficient.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

○ This Page is in Progress ◉ This Page is Completed

Print   Reset Page   Save

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Contextual Information

Contextual Information

Back To Top

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.

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.

Link Text [   ]

File [Choose File] No file selected

[Upload File]

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

○ This Page is in Progress ◉ This Page is Completed

[Print] [Reset Page] [Save]

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: [   ]

[Certify and Submit Report Card]