

# Title II

## Higher Education Act

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Trine University  
Traditional Program  
2011-12

### Print Report Card

### Institution Information

**Name of Institution:** Trine University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2011-12  
**State:** Indiana

**Address:** Franks School of Education  
1 University Avenue  
Angola, IN, 46703

**Contact Name:** Dr. Karen Hamilton  
**Phone:** 260.665.4121  
**Email:** hamiltonk@trine.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education Math	No
Secondary Education Science-Biology	No
Secondary Education Science-Chemistry	No
Secondary Education Science-Physics	No
Secondary Education Social Studies	No
Teacher Education Health Physical Education	No
<b>Total number of teacher preparation programs: 7</b>	

## Section I.b Admissions

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

Other When requirements for admission are met

Does your initial teacher certification program conditionally admit students?

No

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

[http://www.trine.edu/academics/course\\_catalog/](http://www.trine.edu/academics/course_catalog/)

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

A student may submit a request to the Teacher Education Committee for permission to take an EDU course for which the prerequisites are not met. This may happen for a course that requires program admission. A student is not "admitted" as a result of a positive decision by the committee; one or more prerequisites is/are waived for one semester.

No student made an appeal to the TEC in the 2011-2012 academic year.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

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

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.37

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.51

**Section I.b Postgraduate Requirements**

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

**Are there initial teacher certification programs at the postgraduate level?**

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.**

Element	Required for Entry	Required for Exit

Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

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

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2011-12**

### Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2011-12:	127
Unduplicated number of males enrolled in 2011-12:	47
Unduplicated number of females enrolled in 2011-12:	80

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0

Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	117
Two or more races:	4

### Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	127

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

Students are in supervised settings beginning with their freshman year in the Freshman Practicum. After that they are in supervised settings in other education courses, specifically those requiring field observations, designing and teaching lessons, methods blocks for all content areas plus elementary methods, and student teaching.

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	9
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	4
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify : Economics (1) Government (2)	3

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

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals**

were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	9
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

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

### Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the**



**following academic years:**

2011-12: 21

2010-11: 22

2009-10: 13

**Section II. Annual Goals - Mathematics**

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

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

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

**Academic year 2011-12**

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

4

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

**Academic year 2012-13**

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

**Academic year 2013-14**

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - Science

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

Information about teacher shortage areas can be found at

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

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

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

No

How many prospective teachers did your program plan to add in science in 2011-12?

Did your program meet the goal for prospective teachers set in science in 2011-12?

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

6

Provide any additional comments, exceptions and explanations below:

Once we get students here, we have completers. It is just a matter of recruitment efforts that are not always so successful. But, this trend seems to be changing also with the new STEM initiatives becoming better known.

## Section II. Annual Goals - Special Education

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

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

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

### Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

### Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Provide any additional comments, exceptions and explanations below:

### Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

## Section II. Annual Goals - LEP

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

Information about teacher shortage areas can be found at

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

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

### Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

### Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

### Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

**Section II. Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

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

Yes

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

**Describe your institution’s most successful strategies in meeting the assurances listed above:**

Teacher candidates participate in multiple field experiences that provide opportunities to work with children in the many settings identified in this section.

Each secondary teacher candidate has at least one field experience in an urban-like setting(Fort Wayne, Indiana) and in a rural setting (within 30-40 miles of Trine University, Indiana). Elementary education majors participate in rural settings and in settings where children reflect diversity.

Preparation appears to have been based on local and state needs until the most recent year. Projections for the coming school year seem to indicate schools will be reducing the number of teachers rather than hiring new employees.

Experiences related to children with special needs and children with limited English proficiency are described in Section IV.

All teacher candidates observe in schools with high SES students and low SES students.

**Section III. Assessment Rates**

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate
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Group	tests	score	tests	(%)
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	11	177	11	100
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	14	180	14	100
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	7			
ETSo061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETSo061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETSo061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETSo091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETSo091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	37	181	37	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	20	183	20	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	23	182	23	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	13	182	13	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	37	179	37	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	20	180	20	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	23	179	23	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	13	180	13	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	37	176	37	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	20	176	20	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	22	176	22	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	13	176	13	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	4			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	11	525	11	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	14	512	14	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) Other enrolled students				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	20	20	100
All program completers, 2010-11	23	23	100
All program completers, 2009-10	13	13	100

### Section IV. Low-Performing

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

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

No

- **use technology effectively to manage data to improve teaching and learning**



No

- **use technology effectively to analyze data to improve teaching and learning**

No

**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.**

Although "No" has been indicated as a response to three items above, it is not the most accurate depiction of the situation in each case. All teacher education students are prepared to collect, manage, and analyze data through the courses they take, particularly in EDU 462 and EDU 323. Some use technology effectively, but some do not as it is not required to meet the standards. Collecting, managing, and analyzing are required.

EDU 463, Educational Media and Technology, is a course taken by all teacher candidates. The national technology standards are met by those enrolled.

EDU 462, Educational Assessment, is a course taken by all teacher candidates. They collect, manage, and analyze data for student learning by completing a semester project. Although there is limited use of technology, skills are demonstrated.

EDU 323, Foundations of Education, is a course taken by all teacher candidates. A capstone issue paper where data are gathered and analyzed is required of each student.

Each teacher candidate completes three analysis of student performance projects - ASP I (Introduction to Teaching), ASP II (Methods), and ASP III (student teaching). Data collected from children are managed and analyzed. Most, but not all teacher education students use technology to report the results. Microsoft Word and Excel programs are used to manage data for purposes of increased student achievement.

The knowledge and skills important for the planning and implementation of differentiated instruction are developed throughout most EDU courses, particularly in EDU 301, which is taken by all teacher candidates.

Several students have opportunities to use technology for data management and analyses as a result of their field placements. Not all students are assured of such experiences.

The dedication of a new project-based learning classroom took place on April 24, 2012. The facility is a result of a \$250,000 grant to provide the most recent technology for use by teacher education students. The equipment and resulting learning opportunities have made it possible for teacher education students to become more skilled at collecting, managing, and analyzing data through the use of technology.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

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

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All Trine University teacher preparation programs prepare teacher candidates to teach special needs children and children with limited English proficiency at beginning levels. However, there are no special education or ESL programs offered.

All teacher candidates take EDU 312, Exceptional Children in the Schools. In this course they observe in five different classrooms where children reflect different exceptionalities. They also assist/teach for a day in one of the classrooms. In the context of their in-class meetings, they learn what is needed to participate in case conferences. There is limited simulation. Some teacher candidates have opportunities to really participate in such conferences during their many field experiences, but many do not.

Lessons are planned and peer taught, as well. Accommodations for special needs children are developed, described, and implemented during peer teaching.

The elementary and secondary required reading courses provide content knowledge to prepare teacher candidates to work with children who have limited English proficiency. In addition, field placements are made in settings where children have limited English proficiency. Teacher candidates work onsite with their professors and cooperating teachers to begin to meet the needs of these children. The Year 4 field experiences for both elementary and secondary teacher candidates take place in such settings. For the secondary and all-grade majors, the school settings are in Fort Wayne, Indiana. For the elementary majors, the school settings are in Sturgis, Michigan.

**Does your program prepare special education teachers to:**

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

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a**

**timeline if any of the three elements listed above are not currently in place.**

Licensure in special education or ESL is not yet possible at Trine University. In hopes of improved funding resources which would allow the hiring of a special educator, a special education program is currently being explored for possible implementation in the fall of 2014.

## Section VII. Contextual Information

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

The Franks School of Education uses TaskStream to aggregate and disaggregate data. A data manager regularly monitors data that are collected. A unique, specialized, education-focused system created by Trine University is also used to manage data. The unit assessment system (UAS) was approved by NCATE with no weaknesses. Data for the twelve overall program objectives are aggregated, disaggregated, and analyzed annually. For the past three years, results have remained somewhat consistent.

## Supporting Files

Trine University  
Traditional Program  
2011-12

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