



Wilkes University
Traditional Report AY 2022-23
Pennsylvania



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Sipple

PHONE

(570) 408-4674

EMAIL

renee.sipple@wilkes.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

16

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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](#)

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

3

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:

Our students are enrolled in rigorous academics and achieving and maintaining the state-mandated GPA of 3.0 is a testament to their desire and determination to become highly qualified teachers. The Teacher Education Program Students who are preparing for teacher certification must be formally admitted to the Teacher Education Program at Wilkes University, which includes completion of a formal written application. Students are expected to review and comply with policy documents available in the Education Department office (Breiseth Hall, Rm. 204). Policies may change due to changes in the PDE regulations. The criteria for formal admission to the Teacher Education Program are as follows: The student must 1. complete 48 semester hour credits (including 6 credits of Mathematics and 6 credits of English as required by the PDE); 2. achieve a minimum GPA of 2.5 to register for ED 190 (Effective Teaching with Field Experience) and ED 191 (Integrating Technology into the Classroom); 3. achieve final grades of 2.5 or higher in ED 180, ED 190, and ED 191; 4. achieve a cumulative GPA of 2.85 to proceed from 100-level ED courses to 200-level ED courses; 5. achieve a cumulative GPA of 3.0 to be formally admitted into the Teacher Education Program and to continue in courses at the 300-level; 7. Maintain a cumulative 3.0 GPA to be retained in the program following formal admission (as required by the PDE); 8. submit or have on file in the Education Office current, valid Act 34 State Police Criminal Record Check, ACT 151 Child Abuse History Clearance, and Act 114 FBI Fingerprint Check all showing "No Record"; 9. complete and submit the Teacher Education Program Application, Philosophy, Disposition Assessments, Code of Professionalism and Academic Honesty, and Agreement of Understanding of student policies. Teacher Education Program Student Teaching Requirements 1. Successful completion of the requirements for TEP Admission and Retention; 2. Achievement of the major and minor GPA requirements; 3. Attendance at the Student Teaching Placement Meeting in the semester prior to student teaching; 4. Completion of all required paperwork obtained at the Student Teaching Placement Meeting in the semester prior to student teaching; 5. Clearances with no offenses; 6. Completion of all required coursework and fieldwork, with the exception of Student Teaching; 7. Registration form with advisor's signature; and 8. Approval of student teaching eligibility by the major department, the Education Department, and the Teacher Education Committee. Students are assigned to schools in Wyoming, Luzerne, or Lackawanna counties for student teaching. NOTE: Student teaching placement is contingent upon availability of supervisors and decisions of school administrators. Students may not student teach in a school from which they have graduated. Students are expected to reside within driving distance from Wilkes University when completing the student teaching semester. Teacher Education Program Requirements for Graduation and Certification 1. Achievement of the major and minor GPA requirements; 2. Completion of all Wilkes University and TEP requirements; 3. Successful completion of Student Teaching, including satisfactory scores on each category of the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430); 4. Provided evidence of passing scores on all relevant PECT or PRAXIS II tests. NOTE: A student may graduate without passing all PECT or PRAXIS II tests, but cannot obtain PDE certification; 5. Completed the Wilkes University application for graduation (provided by the University Registrar); 6. Reviewed the graduation audit (provided by the University Registrar) with academic advisor; 7. Completed PDE Application Form PDE 338G (General Application) for Pennsylvania Teacher Certification; 8. Completed PDE application form on the Teacher Information Management System (TIMS) website for Pennsylvania Teacher Certification NOTE: Program requirements may change at the discretion of the Pennsylvania Department of Education.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
- No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	350
Number of clock hours required for student teaching	525

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

- Yes
- No

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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	6
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)	2
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	28
Number of students in supervised clinical experience during this academic year	181

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

Section 1.d Supervised Clinical Experience During the field experience placements before student teaching (supervised clinical experiences), the following goals are set: • Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation and learning styles. • Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty and the mentorship of certified teachers. • Field experiences allow teacher candidates to progress from observation to teaching small groups of students under the mentorship of a certified educator at the pre-student teaching level, to the culminating student teaching experience. • From the candidate's first year at university field experiences are on-going throughout the program, aligned with coursework, and include varied experiences in diverse environments. • Candidates need time to learn and demonstrate the complex competencies and responsibilities required by effective teachers. PENNSYLVANIA DEPARTMENT OF EDUCATION'S FIELD EXPERIENCE STAGES STAGE 1: OBSERVATION Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates participate before formal admission to the teacher education program. Apart from community and after-school programs, there must be a range of school and classroom experiences (e.g., urban, suburban, rural; high- and low-performing schools)—all taking place in middle level grades—so that candidates have a broad experience and learn as much as possible about middle-level learners and middle-level education philosophy. STAGE 2: EXPLORATION This stage may be called the “assistant” phase of field experience—it is where the candidate works under a certified teacher’s direction with a small group of students. Activities could include tutoring, helping with reading assignments,

and so forth. Ideally, this stage would also occur before admission to the teacher preparation program STAGE 3: PRE-STUDENT TEACHING Pre-student teaching is where candidates will work with small groups of students, in school or in after school settings under the supervision of a certified teacher. For this phase of clinical (field) experience, middle level candidates will be admitted to the education program, have taken at least one methods course, but will not be in full control of a class. STAGE 4: STUDENT TEACHING PROFESSIONAL BEHAVIORS TO BE DEMONSTRATED THROUGHOUT THE FIELD EXPERIENCES Candidates must learn to identify and conduct themselves as members of the profession. They need to know and use ethical guidelines and other professional standards related to best practices. Candidates must also have opportunities to collaborate with other professionals and become informed advocates for sound educational practice and policies. Candidates must • Understand and adhere to Codes of Conduct, • Appreciate the need for, and maintain, student, family, and staff confidentiality, • Acquire and maintain appropriate clearances, • Understand and adhere to policies and procedures of the specific institution, • Advocate for high quality, child-centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status. RATIONALE AND DESIGN AT WILKES UNIVERSITY EDUCATION DEPARTMENT FOR FIELD EXPERIENCES Based on the regulations, guidelines, directives of the Pennsylvania Department of Education, the Wilkes University Education Department's field experiences are embedded in the requirements for designated Education courses in order to provide Teacher Education candidates the opportunity to assess their interest in and aptitude for teaching and to begin developing professional competencies throughout their professional studies. Field experiences occur in area PK-12 classrooms and are based on the students' certification area(s). Teacher Education candidates spend designated hours at the assigned placement over the course of the semester. Field Experiences provide Teacher Education candidates with opportunities • first, to assess, explore, and reflect upon their interest in teaching, • next, to begin to develop professional competencies in conjunction with professional studies, and, finally, • to practice the skills of an emerging educator prior to the student teaching experience. Field Experience assignments are varied so candidates may experience different • Grade levels • Diverse student populations • Skill levels • Classrooms • Building organizations • Teaching styles. THE FIELD EXPERIENCE PROGRAM: A PARTNERSHIP OF UNIVERSITY, SCHOOLS, AND TEACHERS The Wilkes University Education Department will provide Teacher Education candidates with • classroom experiences that initiate and prepare them for the field experience placement, • meaningful, reflective assignments that relate to the field experience placement, • fair assessment and monitoring of their progress in the field experience placement. The Host School is asked to provide a brief orientation for the Teacher Education candidate that includes: • information about the school calendar and daily schedule, • the teacher's class schedule and duties, • school and classroom policies and procedures (e.g., sign in-sign out, emergency drills, security and technology policies), • location of school facilities, • provisions for students with disabilities. The Mentoring Teacher is asked to assure a quality field experience for the Teacher Education candidate by • assuming an active role as the lead professional by sharing knowledge, experience, strategies for success in the classroom, • providing accurate, timely feedback and assessment of the Teacher Education candidate's participation and performance. UNDERSTANDINGS • It is understood that the Wilkes University Teacher Education candidate is a pre-professional guest of the host school and shall abide by all the rules and regulations of that school. • The Teacher Education candidate has obtained the required clearances needed to be in an educational setting. These include: Act 34 (State Police Criminal Record Check Clearance), Act 151 (Child Abuse History Clearance), and Act 114 (F.B.I. Fingerprinting and Check). Some districts may require additional documentation. • The host school and the mentoring teacher(s) shall provide a supervised, thorough and challenging experience in the field for the Teacher Education candidate. • The candidate shall be assigned to appropriate tasks and duties that are within the scope and sequence of the level of coursework for the course in which the candidate is enrolled at the University. A list of suggested and approved activities is included in the handbook. • If there are concerns or a need for additional information, the teacher or school official should contact the Wilkes University Education Department at 570.408.4475 or 1.800.WilkesU, extension 44755. EXPECTATIONS • The Teacher Education candidate must successfully complete the required number of hours and submit the properly documented and signed log of field experience school visits as part of the course work of the designated Education class. All hours must be completed during the semester of the coursework. • Wilkes University Education Department reserves the right to withdraw any student from a placement assignment if required deadlines are not adhered to. • Usually, the Teacher Education candidate is expected to spend a minimum of three hours per week at the assigned school. However, there be may be circumstances that allow for an alternate schedule of hours to accommodate the non-traditional Teacher Education candidate in the program. • The Wilkes University Education Department seeks to prepare Teacher Education candidates to be professionals in the classroom in accordance with the criteria mandated by the Pennsylvania Department of Education and the expectations and requirements that have been established by the Wilkes University Education Department. To this end, candidates are held accountable to aspire to high standards, to learn best practices, and to maintain a responsible and consistent effort. RECOMMENDED CLASSROOM ACTIVITIES FOR FIELD EXPERIENCES THE TEACHER EDUCATION CANDIDATE SHOULD BE ASSIGNED TO AS MANY AS POSSIBLE OF THE LISTED ACTIVITIES DURING THE COURSE OF THE FIELD EXPERIENCE PLACEMENT. CLASS AND INSTRUCTIONAL MATERIALS AND METHODS After being introduced to the class, learn the names of the students and how to pronounce them correctly. Become familiar with the Mentoring Teacher's lesson plans and educational materials. Identify the various teaching styles and methods employed by the Mentoring Teacher and the learning differences demonstrated by students. ACTIVE AND ENGAGED OBSERVATION Observe instruction and activity in the class from a variety of locations in the room to become aware of many aspects of student behavior and engagement. Observe and assist with supervision of students in the classrooms, in the library, in the halls, in the cafeteria or lunchroom, in the gymnasium or on the playground. Become aware of the diverse needs of the classroom and how the Mentoring Teacher addresses them, including special education, ESL (English as a second language), instruction for the gifted, inclusion of students with disabilities and with special needs. TUTORING AND MICROTEACHING Provide one-on-one or small group tutoring to address students' academic needs. Prepare and present a micro-lesson to small groups or the entire class. EDUCATIONAL PRACTICES IN ASSESSMENT Review and check workbooks, class exercises, and written homework. Score objective assessments of student work. Assist in test administration and monitoring. Prepare profiles of student progress and record teacher-assigned grades. TECHNOLOGY AND EDUCATIONAL LABORATORIES Secure and operate any audio-visual equipment, computers and software, and other technology devices. Assist in preparing the laboratory or other educational areas for student instruction and/or activities. Assist in supervising students using computers and instructional technology devices. CLASSROOM MANAGEMENT SKILLS Begin to handle routine classroom management procedures such as attendance, homeroom practices, passes, announcements, end of class or end of day or dismissal. Prepare and assemble bulletin boards, learning stations, computer-based activities, exhibits or displays to augment concepts, lessons, or goals. PROFESSIONAL CONFERENCING Confer with Mentoring Teacher to discuss learning practices, student needs, and other educational issues relevant to the field experience placement. Observe educational meetings such as team teaching planning sessions, parent conferences, or reports provided by learning evaluators or specialists. Attend an I.E.P. conference. Required for all Special Education Teacher Candidates. In the clinical experience of fourteen weeks, students are supervised by their cooperating teachers on a daily basis. The University supervisors from the Education Department visit at least once every two weeks, often far more frequently to guide and advise the student teachers. Candidates who are student teaching in a high school setting (7-12 certification) or the Middle-level (4-8 certification) have a University supervisor from the Education Department and also from the academic department of their major or their concentration.

For example, an English or Mathematics Department faculty member, visits and evaluates the candidate's performance. This intense and thorough process ensures that appropriately qualified supervisors address both pedagogy and content.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	146
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	36	11
Female	109	5
Non-Binary/Other	0	0
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Hispanic/Latino of any race	4	0
Native Hawaiian or Other Pacific Islander	0	0
White	131	16

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	6	0
No Race/Ethnicity Reported	1	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	3

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	6
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="6"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="4"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="7"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	1 <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	1 <input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="4"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

ASSURANCES Wilkes University Education Department provides training to prospective teachers in keeping with the identified recruitment/hiring needs of regional schools and nearby states. This preparation begins with the earliest Education classes taken in students' first year and culminates in the clinical semester of student teaching. Throughout students' coursework and field experiences, they have ample opportunities to be in the local schools each semester and identify their specific needs. By interacting with their mentoring and cooperating teachers in these area schools, students see first-hand the challenges and the needs of students from districts with high-needs SES population and low resources. During the students' clinical semester, they concurrently take their Seminar class in which they meet with Career Services administrators who offer resume writing skills workshops as well as mock interviews during a session of the class. All students are required to complete an 'Interview Streaming' session in which they interact

with an 'interviewer' in a mock online setting. Students are made aware of the targeted questions administrators may ask prospective teachers about the ability to serve a specific population. Although students know this, these experiences bring to the forefront the importance of knowing the needs of districts to which they apply. To this end, students in the Seminar also have a presentation by an educational lawyer and his team about the wide variety of the 500 Pennsylvania school districts and the contracts they offer prospective teachers. This awareness of the needs of the Commonwealth helps students discern that their skills are needed especially in districts with students of low SES. Furthermore, to address the special needs their future students may have, the Pharmacy and Nursing Departments provide information about drugs used for health and learning needs, review CPR procedures, discuss first aid and medical emergency situations, and review specific diagnosed conditions, treatments and medications the future teachers may face in their classrooms. Another way the Education Department prepares students to fulfill the needs of area districts is by inviting local school district administrators to present at the Kappa Delta Phi Honor Society Interview Workshops held each semester. All junior and senior Education majors and minors are encouraged to attend this event to meet superintendents, district administrators, and other personnel from area education agencies about the emerging needs and educational emphasis that schools are looking for new teachers to fulfill. Each student has the opportunity to be 'interviewed' by two different administrators. After the interview is complete, the student receives feedback and suggestions from the administrator. This one-to-one experience bolsters the students' confidence and provides a positive way to begin the job searching process. The workshop also includes a panel presentation by administrators that highlights the specific needs of area districts and ways that students can showcase their talents and experiences. Also, in 2022-23, the twelfth cohort of students began as freshmen in the PreK through Grade Four (PreK-4) Education degree that includes an embedded Reading minor to answer the need for well-trained and skilled teachers of reading. The curriculum continues to be 'tested', reviewed and tweaked based on the results of the mandated state testing administered by Pearson. The faculty closely monitors the testing results and makes sure that the content included in each course is not repetitive but covers all the standards logically and developmentally. The emphasis on literacy skills is reflected in the number of questions on the test; therefore, this clearly shows why our students take five courses preparing them to be knowledgeable about theories of literacy as well as providing field experience hours in the classrooms where reading is taught. Further, in this academic year, the Middle-Level certification continues to expand in enrollment with its five concentrations: Mathematics, Science, English, Reading & Language Arts, Social Studies, and Mathematics & Science. The highest enrollments are in the Mathematics, Science, and Mathematics and Science concentrations and this addresses the need for highly qualified mathematics and science teachers that has been reiterated locally, statewide and nationally. Consistently, our teacher training coursework is linked to the needs of schools and instructional decisions new teachers face in the classroom. For example, in keeping with federal requirements for full inclusion, in the Special Education course, "Inclusionary Practices," student teachers apply knowledge and strategies of accommodations and adaptations for students with disabilities in an inclusive academic setting. Currently, our students are completing the required over 350 hours of field experiences (and at least 100 additional hours if the student is pursuing dual certification in Special Education) before student teaching. These on-site experiences provide students, from their freshman year forward, with hands-on, real knowledge of teaching pedagogy. Also, students are placed in a variety of school and grade settings during their coursework at the University. Likewise, to prepare highly qualified special education teachers, Wilkes University's Special Education certification has always required accompanying certification in a content area, either Elementary and Early Childhood Education, Middle-Level Education or one of nine secondary majors. This dual certification strengthens both the teaching of the content as well as addressing the special needs of learners with disabilities. Also, PDE requires all education students to receive nine credits of methodology and practice in providing instruction to children with disabilities. We fulfill this requirement developmentally in the sophomore, junior and senior years of study so students have a foundation and can add to their knowledge base each year. Embedded in this experience, is a field placement working within a learning support setting in a PK-12 classroom. Similarly, all education students receive training in providing instruction to limited English proficient students in ED 220: Teaching Culturally and Linguistically Diverse Learners course. This three-credit course addresses the urgent need for multicultural education by covering topics such as racism, bias, and cultural information to help students develop strategies for creating within their classrooms knowledge of, appreciation of, and respect for diversity. Teaching strategies for English Language Learners and issues relevant to ELLs, particularly immigration and globalization, will be discussed. The course also assists students to develop the knowledge base and instructional skills necessary to teach their future students basic world geography to understand the cultural and political effects that geography has had on the diverse cultural groups included in the American educational system. Also, training in providing instruction to children from low-income families is included in Education courses with field experiences as well as at the established Professional Development School (PDS). The Education Department in collaboration with Wilkes-Barre Area School District operates PDS sites at G.A.R. Middle School and Heights-Murray Elementary School, local area schools, with almost 100% free and reduced lunch eligibility. These PDS sites are devoted to improving K-12 student learning, preparing quality teachers, and providing current research and best practices to in-service teachers. During this experience, Wilkes education students spend a portion of their class time in the K-12 school, planning and teaching lessons. In addition, the PDS is located in an urban setting, and the students work closely with practicing teachers to implement best practices in educating elementary students for 21st-century learning. The students spending hours every week of instruction putting into practice theories, methods and strategies that are taught during on-campus instruction. Currently, the University courses taught at the PDS are ED 330: Mathematics in Early Childhood and Elementary Education, ED 385: Classroom Management. In addition, two other sites specifically for Special Education classes operate at the Graham Academy Schools. Four upper-level Special Education classes are taught on-site and students are assigned to classrooms to carry out instruction and practice evaluation skills. Finally, the Wilkes Education Department receives requests from area school districts for just graduated teachers; these districts have identified Wilkes University Education Program as a source for highly qualified, well-trained teachers in all areas, but especially in Mathematics, Science, and Special Education.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal for 2022-23 was to add two new candidates to study Mathematics at either the Secondary and/or Middle-level of Education.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal for 2023-24 was to add three new candidates to study Mathematics at either the Secondary and/or Middle-level of Education.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Our goal for 2024-25 is to add three new candidates to study Mathematics at either the Secondary and/or Middle-level of Education.

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\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

Our goal for 2022-23 was to add two new candidates to study Science at either the Secondary and/or Middle-level of Education.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal for 2023-234 was to add two new candidates to study Science at either the Secondary and/or Middle-level of Education.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Our goal for 2024-25 is to add three new candidates to study Science at either the Secondary and/or Middle-level of Education.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to add ten candidates who will pursue Dual Certification in Special Education or stand alone special education major.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal is to add ten candidates who will pursue Dual Certification in Special Education or stand alone special education major.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Our goal is to add five candidates who will pursue Dual Certification in Special Education or stand alone special education major.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	13	172	13	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	13	163	10	77
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2020-21	9			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	1			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	15	219	14	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	10	217	7	70
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	6			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	15	216	14	93
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	9			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2022-23	6			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	15	221	13	87
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	10	211	5	50
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	4			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	11	7	64
All program completers, 2021-22	32	19	59
All program completers, 2020-21	27	12	44

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

Integrating Technology 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. Integrating Technology The Wilkes University program prepares teachers to effectively integrate technology into the curricula by: 1. Requiring that all Education students enroll in the 3- credit course ED 191-Integrating Technology into the Classroom. In this course, students build upon a basic foundation in educational technology. Future teachers develop knowledge and skills in the selection, evaluation, and utilization of various instructional technologies. The application of new technologies to teaching and learning will be emphasized, along with performance-based activities in instructional design. For example, students are required to use Google forms to create an assessment in their respective content area/grade level. Another example of the course's practical aspect is that students are assigned to select an app that is appropriate for their content area or grade level and thoroughly review it. Students must create instructional videos, lessons, screencasts, and infographics to hone their skills with technology. Evidence of this integration of technology into the curricula and instruction is shown in the following sample assignments in ED 191: Beyond PowerPoint: For this assignment, students will be exploring presentation tools beyond just using PowerPoint. Students will create a presentation of any topic that they would present to children or parents in a classroom or virtually. Students choose a lesson that would require them either providing students with directions on how to complete an assignment (i.e. directions for creating a family tree, directions for developing a project

on a state/country) OR providing parents with the information regarding a unit of study. Using a platform other than PowerPoint, students will create a multiple "slide" presentation that is geared towards presenting the unit/lesson. Students include the target grade level/age, topic/area, objectives of the lesson, an interactive way to approach the material, and a way that you will be assessing the learning. Students must provide enough information to achieve the objectives and have it be engaging, easy to navigate and developmentally appropriate for the level identified. Suggestions for presentation tools are below - *Powtoon <https://www.powtoon.com> *Animoto <https://animoto.com/builder/templates> * iMovie *Slidebean <http://slidebean.com> *Prezi <https://prezi.com/> Google Forms Assignment: Students will use Google forms to create an assessment in their content area/grade level. Video to upload to D2L: Students will create a video of themselves discussing the "how-to" steps in how to do something of their choosing. It could be something age/grade specific but it could also be something creative and "out of the box." (examples being "how to make a cheese quesadilla," "how to correctly format for APA headings," "how to play Twinkle, twinkle on the violin.") A major portion of the course is devoted to the integration of technology-based instructional activities in the PK-12 curriculum. 2. Requiring all students to demonstrate the integration of a variety of web-based instructional tools. These tools include the following: Creating a digital portfolio on Desire2Learn, building a classroom website, creating a survey on SurveyMonkey to interpret data, creating a grade book using www.learnboost.com, creating an Animoto, creating a digital poster with Glogster, creating a Prezi presentation, integrating jing, voice thread, and screencast-o-matic in flipped classroom instruction, using the SmartBoard to teach a lesson, preparing a multi-media project using iMovie or Movie Maker, and presenting a lesson focused on the integration of technology. Also, students are required to create lessons and materials using such applications as Powtoon <https://www.powtoon.com>; Animoto <https://animoto.com/builder/templates>; iMovie; Slidebean <http://slidebean.com>; or Prezi <https://prezi.com/> 3. Requiring all students to demonstrate the use of technology on the Student-Teacher Checklist concerning Instructional Delivery, which includes: • Document use of Technology during Instruction. Describe equipment (a minimum of three types) used and date the initial use of each below. • Document use of Technology for Research and Instruction. Describe the use of technology (a minimum of two) and provide the date of initial use for each. 4. Requiring student teachers to demonstrate the integration of technology in lesson plans and during supervisor observations. A- The Wilkes program prepares teachers to use technology to effectively collect data to improve teaching and learning through ED 345 Assessment in Education. This course is currently required for Early Childhood /Elementary Education, Middle-Level Education and Secondary Education majors. This course addresses several different professional areas both of theoretical importance and practical significance. Assessment concepts will provide a framework to critically analyze any assessment, whether commercial or teacher-made. Practical skills will enable the pre-service teacher to assess a wide variety of learning goals and teaching experiences within cognitive, affective, and psychomotor domains. Finally, these assessment concepts and skills will be examined within the context of Pennsylvania Academic Standards and Pennsylvania mandated assessment (PSSA and Keystone Exams). B- Wilkes prepares teachers to effectively manage data to improve teaching and learning. By collecting student performance data and classroom monitoring data to provide valuable information in order to understand where students are in relation to content standards. We stress in all professional-level courses that teachers must not make assumptions regarding student performance. Decisions must be based on current and valid assessment data. Students are taught methods to collect and analyze relevant and valid data to monitor student learning to integrate both formative and summative data and to check congruence between anecdotal and informal observations and objective measures of learning. Students are taught to use a variety of technology tools such as clickers or phones to collect, analyze, and use essential data to make the choices that optimize and support student achievement. Education technologies such as spreadsheets, statistical analysis software, electronic grade books, and qualitative data management systems provide tools to organize and integrate data so that it provides the richest description of student learning and guides instructional decisions. Pre-service teachers in EDSP 227 conduct observations and interviews of an assigned student in a classroom to collect data to analyze through the Functional Behavior Assessment Process. This data will then be examined and a Positive Behavior Support Plan will be developed by each pre-service teacher based on the data collected. This is followed by the pre-service teacher proposing IEP goals to focus on the student's behavior needs. In EDSP 300, pre-service teachers have an assigned student to observe, engage and assess using the VB-MAPP and Essentials For Living assessments. Pre-service teachers will analyze results and make recommendations for IEP goals to the student's educational team. In addition, pre-service teachers present a description of an assessment to peers in a specific subject area (e.g. Math error analysis). They discuss how to prepare and implement the assessment, identify special considerations, accommodations and alternatives that must be considered, and share how this information guides instruction (depending on whether students have mastered content, are emerging in skill development or not yet demonstrating skills in the specific area. Finally, pre-service teachers in this course are presented with evaluation reports and case studies to analyze, interpret statistics (cognitive ability and achievement results) to determine whether a child is eligible for special education services and why or why not. Pre-service teachers examine several different assessment kits (standardized and informal) to learn the administration process, the basal and ceiling levels for each assessment, the population included in the norming sample, any allowable accommodations, the reliability and validity and any bias that is evident in the assessment. C – Wilkes prepares teachers to effectively analyze data to improve teaching and learning. Students learn that teachers must have the ability to use technology in gathering, managing, and most importantly to analyze data to produce substantive change toward maximizing each student's ability to learn. Students are prepared to be teachers who can analyze data to drive the instructional process. Our students are made aware of the degree of match between what students are expected to know and what information is gathered related to what students do know. Assessments must be aligned with the curriculum or state standards, therefore providing an overall picture of student achievement. Technology plays an important role in designing assessments that align with the content being taught. For example, students can create assessments on the state site with questions and problems that have been vetted by professionals. It also provides reports, which enhance the teacher's ability to effectively analyze assessment results. We emphasize that assessments that are administered and analyzed more frequently are more effective in gauging student progress. Therefore, continuous monitoring of student progress leads to sound decisions about how to flexibly tailor instruction to meet individual students' needs. We train students to be aware that analyzing data over time provides information regarding learning trends. These trends identify which children are learning, falling behind, or ready to move on to more challenging curricula. These trends help teachers individualize their instruction according to the different needs of their students. Wilkes prepares teachers to use the principles of universal design for learning, as applicable. Universal design for learning, a scientifically valid framework for guiding educational practice provides flexibility in the ways information is presented, in the ways, students respond or demonstrate knowledge and skills, and in the ways, students are engaged, and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. D.- The UDL (Universal Design for Learning) model is presented in our professional-level coursework as an important way to implement and deliver best practices to meet the academic needs of students at all levels. By using technology, we expect students to incorporate UDL principles of Engagement, Representation and Action & Expression into their lessons. Students are expected to engage classes with motivational multi-media tools such as animations and videos to activate or supply background knowledge and then offer choice menus to help them work toward clearly stated learning goals. Our students learn to accommodate learners by utilizing

the features of Assistive Technology (AT) such as adjusting fonts and backgrounds, text-to-speech capabilities and audiobooks. Students are expected to explore and use computer applications and programs that will help meet the individual needs of students working toward mastering learning goals. Students are expected to also use technology to quickly assess learning before and during the lesson so appropriate adjustments can be made if needed. Students are required to utilize ways to assess mastery of learning goals by offering the use of computer tools and applications to classes, small groups and individuals to create experiential, hands-on, and interactive projects and demonstrations. Throughout their professional-level courses, students revisit the UDL principles of multiple means of providing Engagement, Representation, Action & Expression, and through their class and online work, assignments, and assessments are expected to demonstrate mastery of their ability to deliver instruction that is aligned with these tenets.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Wilkes ensures that students receive more than adequate preparation in teaching students with special needs by requiring all students to complete the PA Department of Education required nine credits in Special Education during their years of teacher preparation. The students begin this preparation in their sophomore year and it continues through student teaching. Students are trained to teach and include seamlessly students with special needs beginning in EDSP 210: Teaching Students with Special Needs. This course is designed to enable pre-service teachers to develop the knowledge base and instructional skills necessary to meet the educational needs of students with special needs in the classroom. This course is designed to familiarize preservice teachers with varying exceptionalities, including behavioral disorders, learning disabilities, mental retardation, Attention-Deficit-Hyperactivity-Disorder, and physical and sensory disabilities. The course incorporates pedagogical information that addresses the learning abilities of exceptional students and enhances instruction across all subject areas. Students learn about the use of IEP's in instruction and also are exposed to a wide array of exceptionalities through the coursework. Next, students enroll in EDSP 225. Special Education Methodology I. This course is designed to address the development, implementation, and monitoring of individualized management, instruction, curricular, and environmental strategies and adaptations for students with special needs. Pedagogical recommendations and research-based effective teaching practices are reiterated from prerequisite courses. Emphasis is placed on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of higher incident populations (learning disabilities, mild mental retardation, speech disorders, and behavioral challenges) within included settings, resource room, segregated, and learning support environments. A field experience component of 30 hours facilitates direct interaction with special needs learners and is supplemented by cooperative discussions of experiential applications to course content. Finally, while in their clinical experience of student teaching students also enroll in EDSP 388 Inclusionary Practices. This course is designed for student teachers to apply knowledge of accommodations and adaptations for students with disabilities in an inclusive academic setting. Emphasis will be placed on literacy and cognitive skill development for students with various exceptionalities. This course requires candidates to arrange to participate in a multidisciplinary team (MDT) or IEP meeting during their student teaching experience. Candidates also review IEP forms/documents, NOREP, Invitation to Participate, Procedural Safeguards, Psychological Reports, as well as Re-evaluation Reports. Candidates will be asked to respond to a series of prompt questions about the roles and experiences, which take place during an IEP meeting. In all, Wilkes University Teacher Education Program prepares general education teachers to teach students with disabilities effectively through these required for nine credits. Students also collaborate in Professional Learning Communities (PLC) to research and develop a plan to implement more effective strategies to improve differentiation of instruction in all classrooms and increase family and community engagement within PK-12 school systems.

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

In EDSP 388 – Inclusionary Practices, students are required to complete an IEP Report. Students must attend an IEP meeting and write a report based on the meeting. If students are unable to attend an IEP meeting they are required to interview a special education teacher about IEP meetings they have attended. This course is designed for student-teachers to apply knowledge of accommodations and adaptations for students with disabilities in an inclusive academic setting. Emphasis is placed on literacy and cognitive skill development for students with various exceptionalities. This course requires candidates to arrange to participate in a multidisciplinary team (MDT) or IEP meeting during their student teaching experience. Candidates also review IEP forms/documents, NOREP, Invitation to Participate, Procedural Safeguards, Psychological Reports, as well as Re-evaluation Reports. Candidates will be asked to respond to a series of prompt questions about the roles and experiences, which take place during an IEP meeting. These exercises and practices allow student-teachers to enter into the role of a teacher in the IEP process. Being part of the IEP team is an important part of the final teacher preparation student-teacher are required to complete. Students also collaborate in Professional Learning Communities (PLC) to research and develop a plan to implement more effective strategies to improve differentiation of instruction in all classrooms and increase family and community engagement within PK-12 school systems.

c. Effectively teach students who are limited English proficient.

Wilkes prepares all teacher candidates to effectively teach students who have limited English proficiency. ED 220, Teaching Culturally and Linguistically Diverse Learners: This course addresses the need for multicultural education by covering topics such as racism, bias, and cultural information in order to help students develop strategies for creating within their classrooms knowledge of and respect for diversity. Students learn teaching strategies for English Language Learners and issues relevant to ELLs.. Students become sensitive to topics and situations that previously may not have been part of their frame of reference. This expanding of cultural horizons prepares students to teach in the ever-increasing diverse classrooms of schools. Among the activities in ED 220: Teaching Culturally and Linguistically Diverse Students that prepare candidates to work with English Language Learners (ELLs) are: In-class discussions addressing multiculturalism, understanding of and respect for cultures, and language and learning; Online discussions addressing immigration, characteristics of English Language Learners, communication strategies, strategies for equitable classrooms; Students complete lesson plans in a content area that are specifically geared to the needs of English Language Learners.

2. Does your program prepare special education teachers?

Yes

No

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

a. Teach students with disabilities effectively

The Wilkes University Special Education dual certification program prepares candidates to teach students with disabilities effectively: The mission of the Special Education Dual Certification Program is to develop competent, caring, and ethical educators who can meet the diverse learning needs of all students across a variety of age, grade, and ability levels. The preparation program will facilitate competence in areas of academic, social, and emotional growth, and methods of maximizing a student's capabilities through diagnostic and instructional adaptive practices. Students will follow the requirements for an initial certification program in Elementary and Early Childhood Education, Middle-Level Education, or Secondary Education with a few course substitutions permitted as noted below in addition to completing the extra requirements for the Special Education program. Special Education is a comprehensive program that students may add to their initial program to qualify for dual certification. Candidates are exposed to and expected to utilize effective teaching practices and differentiated instruction. The three courses designated for the Accommodations and Adaptations for Diverse Learners requirement are taken by all candidates in the Teacher Education Program and are facilitated by certified special education teachers. These three courses incorporate a strategy-based integrative model that involves candidates in adapted lesson planning, reflective field experiences, and simulated team meetings. The three courses progress incrementally from special education foundations (EDSP 210) to inclusionary approaches (EDSP 225) to the actual application of theory and practice during the student teaching semester (EDSP 388). All of the following advanced coursework in Special Education are taught on-site at one the of the Graham Academy schools. Students and their professor meet, have instructional time in a separate space, and then they are assigned to individual classrooms to complete hands-on, authentic experiences with special needs students. This seamless method of instructional delivery combines the theory with the practice in ways that deepen the students' experiences, enrich their ability to become sensitive and competent Special education teachers. In addition to these three introductory courses, special education teacher candidates also enroll in EDSP 226. SPECIAL EDUCATION METHODOLOGY II WITH FIELD EXPERIENCE This three-credit course is designed to address the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies, and adaptations for students with special needs. Pedagogical recommendations and research-based effective teaching practices are reiterated from prerequisite courses. Emphasis is placed on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of lower incident populations (multiple disabilities, autism, hearing and vision impairments, orthopedic and health conditions) within included settings, resource room, learning support, and segregated environments. A 20-hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to course content. Departmental permission is required. EDSP 227. BEHAVIORAL MANAGEMENT IN SPECIAL EDUCATION WITH FIELD EXPERIENCE This three-credit course will assist pre-service teachers in developing a working framework of social, behavioral, environmental, individualized, and collective management techniques. Techniques practiced in the course will focus on approaches for classroom organization, constructive discipline, and proactive responses to intervention, including applied behavior analysis and functional behavioral assessment. A 20-hour field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential applications to course content. Departmental permission is required. EDSP 300. SPECIAL EDUCATION ASSESSMENT AND EVALUATION This three-credit course will provide direct experience with selecting, administering, and interpreting formal and informal assessment measures for analysis of student learning profiles. Assessments will include ecological inventories, norm-referenced, performance-based and curriculum-based testing, standardized achievement and intelligence measures, and vocational/transition-related evaluations. Cooperative discussions and use of case studies will focus on instructional decision-making based upon student learning profiles. Departmental permission is required. EDSP 302. SPECIAL EDUCATION METHODS This three-credit course is designed for pre-service special education teachers to learn and apply knowledge of language arts, math, science, and social studies content as well as differentiation, accommodations, and adaptations for students with disabilities in self-contained and inclusive academic settings. Emphasis will be placed on literacy development for students with various exceptionalities. Departmental permission is required. Special education candidates develop lesson and unit plans that effectively target specific case studies involving students with learning differences. Candidates actively engage in 40 hours of field experiences in varied special education environments. These environments include learning support (both inclusive and resource room settings), emotional support settings, autistic support classrooms, and life skills classrooms. In all the Special Education coursework there is a strong theme of being part of a team that composes and carries out IEP's. Students attend IEP meetings during their field experiences and are required to write IEP's as part of the coursework in each class. Understanding the terminology and legal ramifications of

IEP's is addressed.

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

The learning environments of Special Education courses include the following: learning support (both inclusive and resource room settings), emotional support settings, autistic support classrooms, and life skills classrooms. In all the Special Education coursework there is a strong theme of being part of a team that composes and carries out IEP's. Students attend IEP meetings during their field experiences and are required to write IEP's as part of the coursework in each class. Understanding the terminology and legal ramifications of IEP's is addressed, reinforced, updated and reviewed as students progress through the program. The matter of confidentiality, legal requirements and specific language are taught more in-depth as students approach their final clinical experience of student teaching. The impact of variables such as parent participation, student performance in various classes settings, and teachers' input is explored and discussed. Therefore, students are immersed in the IEP process and procedures developmentally throughout their preparation. The scope and depth of assignments and experiences increase as students move through the prescribed curriculum as follows: EDSP 210 In Teaching Students with Special Needs, students learn about the IEP process. EDSP 225 – Special Education Methodology I with 30-hour field experience Students are required to attend an IEP meeting during their 30-hour field experience that is embedded in this class. Students are also required to develop an IEP from an evaluation report that the instructor provides. In addition to developing the IEP, students participate in mock IEP meetings where they take the role of special education teacher, general education teacher(s), related service personnel, and parents/caregivers. EDSP 226 – Special Education Methodology II with 20-hour field experience Students are immersed in a Professional Development School experience during this class. The class is taught at our partner school, The Graham Academy, and students spend 3-hours per week in the specialized school setting. Students are required to develop an IEP for students with more severe special education needs. Students are also required to complete a transition assessment and task analysis. EDSP 227 – Behavior Management with 20-hour field experience Students are immersed in a Professional Development School experience during this class. The class is taught at our partner school, The Graham Academy, and students spend 3-hours per week in the specialized school setting. Students are required to develop a Functional Behavioral Assessment/Positive Behavioral Support Plan. EDSP 300 – Special Education Assessment Students are immersed in a Professional Development School experience during this class. The class is taught at our partner school, The Graham Academy, and students spend 3-hours per week in the specialized school setting. Students are required to develop an evaluation report analysis and then use this information to develop an IEP. EDSP 302 – Special Education Methods Students will participate in a Professional Development School at the Graham Academy and conduct transition assessments and activities. Then, each student will develop an IEP demonstrating the following competencies: · Write one measurable postsecondary goal and short-term objective for each domain: employment, education/training, and independent living skills. Base each goal on the information from the student interest survey and vocational assessments. Each goal is a specific statement of what the student wants to achieve after high school. These goals should be based on the student's interests, preferences, and strengths. · Select and develop instructional strategies and materials according to the characteristics and parental input of the student and use that information for consideration of student outcomes for each domain. Develop a transition grid within an IEP that aligns the student's transition goals, objectives and outcomes to the outcome of the IEP

c. Effectively teach students who are limited English proficient.

The ELL/Special Education population is specifically addressed when students discuss evaluation for eligibility for Special Education services (e.g. the rule-out factors), and when they focus on differentiating instruction/employing UDL principles in the classroom during all lesson planning and instruction. In the SLO Unit projects, students address both target populations (Students with IEPs and ELLs). Also, the ELL/Special Education population is included when students complete the Children's Literature Project. They must identify an age-appropriate piece of literature (book, poem, primary source, etc.) that focuses on DIVERSITY and acceptance and share how they would incorporate that into a lesson, including questions they would pose to encourage discussion. In addition, specifically addressing instruction of the ELL/Special Education population is a required component of the lesson plan template and students use in every EDSP course. Also, Wilkes prepares teacher candidates to effectively teach students who have limited English proficiency. ED 220, Teaching Culturally and Linguistically Diverse Learners. Teaching strategies for English Language Learners (ELLs) and issues relevant to ELLs are presented and integrated into the course content.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

Contextual Information Included in this Report: page 1. Wilkes Education Department Programs
.....2 2. Field Experience and Student Teaching Participation and Sites.....2,3 3. Expansion of Professional
Development Schools (PDS).....3,4 4. Teacher Education Program (TEP)
.....5 5. Supporting Students Throughout the Testing Requirements.....
.....5 6. Transfers from Two-Year Institutions Involve T.E.A.C.H. Program.....5,6 7. Ongoing
Recruitment Effort..... 6,7 8. Outreach Provides Service to Community.....
.....7 1. Wilkes Education Department Programs All certification programs went through a full PDE review in 2022
and received full approval that all programs are in compliance with state competencies. In 2022-23, the undergraduate Education Department started an
online pilot program for the traditional fulltime student in the PK-4 certification track. We are working with the all of the university deans and Registrar
to make sure that these students can be accommodated for all online courses. The undergraduate Education Department continues with the virtual
supervision model and began using the SIBME platform. The department chairperson oversees this process to train all students, university supervisors,
and cooperating teachers to effectively use this tool. They will meet every two weeks during the fall semester to provide continuous training and
troubleshoot any problems or issues. The goal is to increase the opportunity for supervisors and student teachers to become more reflective and thoughtful
about the entire student teaching experience. In preparation, the training of supervisors will continue because we are projecting that we will use SIBME
even when student teachers are back in brick-and-mortar buildings. 2. Field Experience and Student Teaching Participation and Sites In total, students
may pursue one of 30 different paths in the Teacher Education Program. Tailoring the experiences outside of the classroom demands a wide and thorough
use of all local Education facilities. To that end, we offer our students diverse site settings from rural to urban districts and from public and private schools
to charters schools and educational agencies. The placements are matched exactly to the coursework and the student's content area or grade band. The
following information shows the solid support from the area school districts and agencies to help to prepare candidates who are enrolled in Education
courses that include a field experience. In 2022-23 students were placed in 53 different schools in thirteen different districts throughout the area. The
placements also included specialized schools such as the Graham Academy which serves students with special needs. Both private and parochial
schools were also sites of placements. The Program provides students with the opportunity for a significant quantity of hours spent in quality placements in
the field. These experiences enrich and strengthen our students' ability to enter the field of PK-12 education with strong skills in pedagogy, content mastery
as well as classroom management. The placements are closely aligned with each course for appropriate grades and content, and the students are
required to complete the details log sheet about their experiences. The faculty and staff meet with area educators from districts and agencies to continue
to improve the quality of clinical experiences. Each student is evaluated by the mentoring faculty in the PK-12 classroom and this cooperative formation of
future teachers combines the theory of the University classroom with the expertise of the practitioners in the field. The students benefit from this formative
feedback as well as from the summative evaluations that can be used as a first step into professionalism. The evaluation forms are based on the same
format as the evaluation instrument that is used by administrators to review educators in the PK-12 setting. Finally, the accumulation of hours is a
testament to students' ability to spend many, many additional hours beyond the three hours a week of instruction. In the K-12 classrooms, students have a
rich layer of experiential learning that teaches them flexibility and adaptability to the learning environment. 3. Expansion of Professional Development
Schools (PDS): We are especially pleased with the continued growth, development, and partnership that continues with our Professional Development
Schools in the Wilkes-Barre Area School District's Heights-Murray Elementary School and the Graham Academy's two locations. The PDS initiatives and
programs have been formed through partnerships with our professional teacher education program and Wilkes-Barre Area School District and Graham
Academy. The PDS programs have continued to flourish and the partnerships are strengthened both on the University and school district level. The school
district has acknowledged its endorsement of the program by appointing one of its faculty to be the PDS Liaison; in this role, she coordinates placements,
oversight, and evaluation of the PDS. A university faculty member teaches on-site and also guides the participating teachers. The two sites of the Graham
Academy provide classroom space for the university professor to conduct instruction for students. Then hands-on involvement and learning in the special
education classrooms enhance students' experiences as they practice the skills and theories that they are mastering in the classroom. Also, the University
faculty and staff conduct professional development workshops for the faculty of Graham Academy. The faculty members of Graham Academy also host
many international visitors from the university's program with teachers from Panama. Additionally, the University professors who lead the PDS efforts have
presented at a national Professional Development School conference and this indicates the innovativeness of our initiatives. The Education Department
conducts the advanced Special Education classes of EDSP 226, EDSP 227, EDSP 300 and EDSP 302 at the Graham Academy sites. These courses
include the following content: EDSP 226. Teaching Students with Low Incidence Disabilities with Field Experience addresses the development,

implementation, and monitoring of individualized, instructional, curricular, and environmental strategies, and adaptations for students with special needs. Emphasis is placed on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of lower incidence populations (multiple disabilities, hearing/vision impairments, orthopedic and health conditions) and pervasive development disorders/autism within a variety of settings. A field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential applications to course content. EDSP 227. Behavior Intervention and Support with Field Experience framework of assessment and social, behavioral, environmental, individualized, and collective management techniques for students with behavioral challenges. Techniques practiced in the course will focus on approaches for classroom organization, constructive discipline, and proactive responses to intervention, including applied behavioral analysis and functional behavioral assessments. A 20-hour field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential applications to course content. EDSP 300. Special Education Assessment and Evaluation provides direct experience with selecting, administering, and interpreting formal and informal assessment measures for analysis of student learning profiles. Assessments will include ecological inventories, norm-referenced, performance-based and curriculum-based testing, standardized achievement and intelligence measures, and vocational/transition-related evaluations. Cooperative discussions and use of case studies will focus on instructional decision-making based upon student learning profiles. Departmental permission is required. EDSP 302. Secondary Transition in Special Education is designed for pre-service special education teachers focuses on models of effective, research-based special education teaching practices in literacy and content areas as well as universal design and differentiation for students with diverse needs and disabilities in a variety of academic settings. Emphasis will be placed on language, literacy, technologies, and transition processes. Likewise, the University professors for ED 330: Mathematics in Early Childhood and Elementary Education, ED 322: Literacy Foundations II, and ED 385: Classroom Management supervise and observe the students in the PDS setting. The students enrolled in a PDS-based Education course spend a school day at the elementary PDS site PDS. The University professors for ED 330: Mathematics in Early Childhood and Elementary Education, ED 322: Literacy Foundations II, and ED 385: Classroom Management supervise and observe the students in the various classroom in PDS setting. The students work closely with their assigned PDS faculty member on-site and teach lessons, carry out teacher duties, and participate in the daily life of the school and its curriculum. It should be noted that students fulfil these PDS hours in addition to the required 190 hours of field experience placements. At the Graham Academy and the Heights-Murray School locations, the students work closely with their assigned PDS faculty member on-site and teach lessons, carry out teacher duties, and participate in the daily life of the school and its curriculum. Students complete these PDS hours in addition to the required 190 hours of field experience placements. These rigorous models provide the student with a realistic background in the scope and depth of elementary and special education.

4. Teacher Education Program (TEP) In the spring of 2023, 27 students entered. Students must meet all the requirements for entrance into the Teacher Education Program:

- pass all modules of a test of basic skills in Reading, Writing, and Mathematics or have earned SAT/ACT scores that qualify a student for the exemption
- earn a 3.0 Grade Point Average (GPA)
- submit the Teacher Education Program Application and other required materials.

Once the student achieves this, he/she is formally admitted to the Wilkes University Teacher Education Program at a pinning ceremony held each semester, which is attended by students, family, faculty, and other University faculty and administrators.

5. Supporting Students Throughout the Testing Requirements To ensure that students have the resources they need to do well on the Test of Basic Skills if they do not have qualifying SAT/ACT scores, the program has a protocol for test-taking. First, early in each semester, students and transfers receive information about the Test of Basic Skills requirements in ED 190. Also, each student receives an individualized notification of which tests, if any, need to be completed by the end of the respective semester. The students are required to complete the appropriate practice tests that are provided free of charge to students. Student process is monitored. The department maintains the records for all Test of Basic Skills Tests and provides additional resources when students are having difficulty in passing. Also, both the ETS and Pearson testing companies allow for free retakes if a student earns a score at a certain level. When students are ready to take the appropriate exit tests, practice materials are offered so they can prepare in a timely and efficient manner. Also, the department conducts the application for the free retake program for both the tests from ETS and the tests from Pearson.

6. Transfers from Two-Year Institutions Involve T.E.A.C.H. Program In addition to the Pennsylvania mandate to provide a seamless transfer process for all majors, the Provost's Office appointed a faculty member to oversee the coordination of a 'seamless' transfer process, and this resulted in a university-wide committee to review current agreements. Each Department reviewed syllabi and other requirements (such as field experience hours) from specific two-year institutions. This information was compiled and forwarded to the Office of the Provost for University approval and further action. This work has been valuable as the Department works with transfers to ensure consistency, preparedness, and alignment. In 2018-19, the Education Department saw the initiation of a new transfer program, T.E.A.C.H., which brings two-year IHE completers to Wilkes to finish their four-year degree. The state-sponsored T.E.A.C.H. program dovetails the academic work and credits earned with the four-year program guidelines. T.E.A.C.H. fosters current child-care workers to pursue their four-year degree in Elementary and Early Childhood Education after completing a two-year degree or its equivalent. Since most of the entry-level coursework is completed at the two-year IHE, the T.E.A.C.H. students need to be eligible for 300-level Education coursework. Passing the test of basic skills, either the Praxis Core or the PAPA [Pre-service Academic Performance Assessment], along with having earned 48 credits with six in English and Mathematics, as well as a 3.0 GPA combine to have our students adhere to the state requirements and enter the Teacher Education Program. Before matriculation, to help these transfer students pass the test of basic skills, we make online practice tests available at no cost to the students. These practice tests mirror the actual tests and give the transfer students opportunities to refresh, enhance, and revisit the necessary skills in the verbal and mathematics portions of the TBS. This preparation for testing augments the entire advising aspect of the T.E.A.C.H. program. The students have an assigned advisor in the Undergraduate Education Department, a counselor with the state-sponsored program, and access to the services of the UG department such as field experience guidance as well as ongoing University offerings such as tutoring and accommodations services. The individual attention that each T.E.A.C.H. student receives is designed to reawaken the learning that was mastered perhaps years ago, especially in the area of Mathematics content. Bolstering confidence is an integral part of the orientation each T.E.A.C.H. student engages in with the assigned University advisor. The transition to the University as well as to online platforms often requires additional support and guidance, which is provided by the Education Department faculty. The Program has grown from its inception and is fully integrated into the Education Department's coursework and advising.

7. Ongoing Recruitment Efforts: Major-Minor Fair, V.I.P. Day, Open House Events Throughout the academic year, the Education Department fully participated in university events focused on recruiting students from the rising high school population as well as attracting current University students to explore various majors. There were six Open House events where faculty and current Education students, as well as alumni, met with families in a daylong visit to the campus. There were formal presentations as well as informal meetings for Q & A's. The Spring semester and summer events were virtual, not face-to-face. In the 2022 fall semester, when high performing students are admitted to the University, they are invited to a special V.I.P. day to meet with the faculty of the Department they plan to enter. In 2022-23, in addition to campus-wide events, prospective students had the opportunity to visit classes, meet with faculty and current students from each Department.

8. Outreach Provides Service to Community Future Teacher Day Yearly, the Education had designed and planned for a Future Teacher Day. Students from many regional school districts were scheduled to visit the Wilkes campus and engage with

the Education Department faculty who would present an orientation to the majors in Education, workshops on Special Education and career discernment as well as a campus tour and introductory activities. This program was designed to invite local students to consider Education as a career. The students would explore relevant topics, experienced and tour the campus as well as meeting with various current students and administrators from the Department.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Charles Smargiassi

TITLE:

Department Chair/Assistant Professor

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:

Ms. Renee Sipple

TITLE:

Director of Operations