

Section I: Program Information

Institution Information

IPEDS ID

219471

ADDRESS

414 E. Clark St

City

Vermillion

State

South Dakota

Zip code

57069

Salutation

Dr.

First Name

Robin

Last Name

Wiebers

Phone

(605) 658-6608

Mail

robin.wiebers@usd.edu

## Section I: Program Information

### List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1315	Teacher Education - Reading	UG	
13.1331	Teacher Education - Speech	UG	

Total Number of Teacher Education Programs

17

### Undergraduate Requirements

Are there initial teacher certification programs at the undergraduate level? Yes

<b>Element</b>	<b>Admission</b>		<b>Completion</b>	
<b>Transcript</b>	Yes		Yes	
<b>Fingerprint check</b>		No	Yes	
<b>Background check</b>		No	Yes	
<b>Minimum number of courses/credits/semester hours completed</b>	Yes		Yes	
<b>Minimum GPA</b>	Yes		Yes	
<b>Minimum GPA in content area coursework</b>	Yes		Yes	
<b>Minimum GPA in professional education coursework</b>	Yes		Yes	
<b>Minimum ACT score</b>		No		No
<b>Minimum SAT score</b>		No		No
<b>Minimum basic skills test score</b>	Yes			No
<b>Subject area/academic content test or other subject matter verification</b>		No	Yes	
<b>Recommendation(s)</b>	Yes		Yes	
<b>Essay or personal statement</b>		No		No
<b>Interview</b>		No		No
<b>Other: Grades in specific courses and meet all student teaching requirements</b>	Yes		Yes	

What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.) **2.7**

What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.) **2.7**

### Supervised Clinical Experience

**Are there programs with student teaching models? Yes**

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	55
Number of clock hours required for student teaching	1120

**Are there programs in which candidates are the teacher of record? No**

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	138
Number of students in supervised clinical experience during this academic year	107

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

Depending on the major students complete 55 to 117 hours of pre-student teaching experiences. We moved to a full year-residency program so that the students in earlier experiences now will be spending a full year in the field which accounts for the reduction in early experiences. Full year students will complete 1120 clock hours for student teaching. A few remaining programs only require 560 clock hours. The number of faculty, adjunct/Pre-K12 and number of students in supervised clinical experience represents data from student teaching experiences/residency.

Section I: Program Information

## Enrollment and Program Completers

### Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	321
Subset of Program Completers	87

Gender	Total Enrolled	Subset of Program Completers
Female	210	68
Male	111	19

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	5	2
Asian	0	0
Black or African American	6	0
Hispanic/Latino of any race	12	1
Native Hawaiian or Other Pacific Islander		0
White	283	82
Two or more races	13	1
No Race/Ethnicity Reported	2	1

Section I: Program Information

## Teachers Prepared

### Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education-Special Education	17

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education Elementary Education	54

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	89
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	
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	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	7
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	5
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education- English as a Second Language	4
13.99	Other:	

### Teachers Prepared by Academic Major

**Do participants earn a degree upon completion of the program? Yes**

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	17
13.1202	Teacher Education - Elementary Education	54

CIP Code	Academic Major	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	87
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	
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	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	7
13.1316	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	3
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	4
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	

CIP Code	Academic Major	Number Prepared
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	2
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	2

## Section I Program Information

### Program Assurances

**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

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

Yes

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

Yes



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

Yes

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

Yes

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

Yes

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

Yes

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

Students document time spent working with diverse populations. All graduates complete courses in Human Relations, Indian Education, and Special Education regardless of their academic program.

## Section II

### **ANNUAL GOALS**

Annual Goals: Math

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

**1. Did your program prepare teachers in math in 2021-22?** Yes

All undergraduate special education teachers complete a double major with a content area or elementary teaching along with a full special education majors. Students document time spent working with diverse populations. All graduates complete courses in Human Relations, Indian Education, and Special Education regardless of their academic program.

Review Current Year's Goal (2022-23)

**2. Is your program preparing teachers in math in 2022-23? If no, leave the next question blank.** Yes

**3. Did your program meet the goal?** No

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

**Describe your goal.** We continue to focus on retaining math students through advising and other supports. Retention data indicates that we have 16 math education candidates currently enrolled in the math education program. Advisors are working closely with candidates to meet program expectations.

#### Set Next Year's Goal (2022-23)

- 1. Will your program prepare teachers in math 2022-23? If no, leave the next question blank.** Yes
- 2. Describe your goal.** 2 graduate from program

#### Annual Goals: Science

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

- 3. Did your program prepare teachers in science in 2021-22?** Yes
- 4. Describe your goal.** Our focus will be to recruit and retain a minimum of 2 science majors that will complete the program in 2022-23 school year.
- 5. Did your program meet the goal?** No

To improve recruitment, we have created a general science teacher education major to attract students that may want to teach multiple science content areas. We currently have 12 students that have declared a science education major. Our advisors will work with students to retain them in the program through advising and providing both academic and non academic supports.

##### Review Current Year's Goal (2022-23)

- 6. Is your program preparing teachers in science in 2022-23?** Yes
- 7. Describe your goal.** We will review our records for incoming freshmen that are interested in science education to see if there is a recruitment issue that might be addressed.

#### Set Next Year's Goal (2022-23)

- 8. Will your program prepare teachers in science 2022-23?** Yes
- 9. Describe your goal.** We will continue with our 21-22 goal.

#### Annual Goals: Special Education

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

- 10. Did your program prepare teachers in special education in 2021-22?** Yes
- 11. Describe your goal.** Our goal is to continue to graduate 20 or more SPED teaching graduates.
- 12. Did your program meet the goal?** No
- 13. Description of strategies used to achieve goal, if applicable:** We will work to retain special education students enrolled. Currently, there are 60 declared as special education majors. With the increase in teacher education enrollment we see this year, our numbers should increase. Overall, our 2022-2023 graduation numbers are low due to impacts of COVID. We are currently seeing an increase in enrollment and believe our special education numbers will increase.

#### Set Next Year's Goal (2022-23)

- 14. Will your program prepare teachers in special education in 2023-23?** Yes

15. **Describe your goal.** We will leave our goal at 20 and wait to see if this is a trend or isolated growth.

**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.

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

16. **Did your program prepare teachers in instruction of limited English proficient students in 2021-22?** Yes

17. **Describe your goal.** We will strive to increase our number of ELL endorsements to 10.

18. **Did your program meet the goal?** No

**Description of strategies used to achieve goal, if applicable:** We continue to encourage students to have the EL minor. Our numbers are down from previous years and this might be due to the fact that there is a teacher shortage and students know that they do not need minors/endorsements to be marketable. Also, we are in transition of replacing faculty and we currently do not have a professor with expertise in this area.

**Set Next Year’s Goal (2022-23)**

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

2. **Describe your goal.** We will set our goal of ELL endorsements at 4 completers. Continue to encourage students to complete the minor and let them know that this makes them a more effective teacher.

**Section III Program Pass Rates**

**Assessment Pass Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5003 -ELEM ED MULTI SUBJ Math Educational Testing Service (ETS) All program completers, 2022-23	80	175	80	100
ETS5003 -ELEM ED MULTI SUBJ Math Educational Testing Service (ETS) All program completers, 2021-22	54	176	54	100
ETS5003 -ELEM ED MULTI SUBJ Reading Educational Testing Service (ETS) All program completers, 2022-23	54	167	54	100
ETS50032-ELEM ED MULTI SUBJ Reading Educational Testing Service (ETS) All program completers, 2021-22	70	167	70	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	54	162	54	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	70	161	70	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	85	161	85	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	10	178	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	12	175	12	100

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	10	174	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	12	178	12	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	168	12	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	12	168	12	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	17	170	17	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	20	174	20	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	37	174	37	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	51	175	51	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	4			

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	24	176	24	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	31	177	31	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	21	175	21	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	15	174	18	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	17	174	17	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	26	169	26	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	29	168	29	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	9			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	14	164	14	100

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	13	160	13	160

### Section III Program Pass Rate

#### Summary Pass Rates

<i>Group</i>	<i>Number Taking Assessment<sup>1</sup></i>	<i>Number Passing Assessment<sup>2</sup></i>	<i>Institutional Pass Rate</i>
<i>All program completers, 2022-23</i>	<b>120</b>	<b>120</b>	<b>100</b>
<i>All program completers, 2021-22</i>	<b>145</b>	<b>145</b>	<b>100</b>
<i>All program completers, 2019-20</i>	<b>64</b>	<b>64</b>	<b>100</b>

### Section IV

#### Low-Performing

##### Low-Performing

- Is your teacher preparation program currently approved or accredited? Yes  
If yes, please specify the organization(s) that approved or accredited your program:  
State and CAEP
- Is your teacher preparation program currently under a designation as "low-performing" by the state? No



## Section V

### Use of Technology

#### Use of Technology

1. Does your program prepare teachers to:
  - (a) integrate technology effectively into curricula and instruction? Yes
  - (b) use technology effectively to collect data to improve teaching and learning? Yes
  - (c) use technology effectively to manage data to improve teaching and learning? Yes
  - (d) use technology effectively to analyze data to improve teaching and learning? Yes
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.

All undergraduate teacher preparation students complete two technology classes, TET 200- Basic Skills in Technology, and TET 400, Methods in Educational Technology & Media and demonstrate these skills in internships and student teaching. TET 200 - This course will provide students with the basic computer/technology skills that are necessary for professional and personal use. It meets the technology competencies established by USD and accreditation standards required by the School of Education. Students will be able to use the software and computers in the lab to complete related assignments and projects, Understand terminology related to computer technology and use the terms appropriately in written and oral communication. Students will be able to use the computer as a tool that can be used by the teacher in an elementary/secondary classroom. Students will become more self sufficient in the use of computers as demonstrated by their ability to use software without specific instructions and their ability to solve computer use problems with minimum of assistance. Demonstrate skill in using productivity tools for professional and personal use, including word processing, spreadsheet, database, and print/graphic utilities. Use spreadsheets for recording, organizing, analyzing, and displaying numerical data graphically.

Students will be able to read and summarize professional literature as demonstrated by the submission of article reviews and class participation. Access electronically stored data. Transfer data files from one application package to another. Navigate previously unfamiliar software by following instructions in online tutorials and menu bar helps. Use electronic mail and web browser applications to communicate with others and Use automated on-line search tools to access, index, and download desired internet information and resources. Understand and abide by copyright regulations related

to electronic media. Students will be able to use Google Sites to create an online portfolio. TET 400 - Methods and techniques of the use of educational technology and media in teaching. Design, develop, implement, and evaluate technology-rich instruction that demonstrates an understanding of the dynamic and interactive nature of technologies, content, and instructional strategies to engage students in transformative learning experiences. Promote and model the principles of digital citizenship. Make use of digital technologies to engage in professionalism and professional growth with peers, including mentor teachers. Residency: During the residency year all teacher preparation students complete a student learning outcome (SLO) sample in which they pre-assess learning, identify weaknesses of individuals or disaggregate groups after reviewing the data, modify their instruction based on this information, and chart growth of individual students using technology.

## Section VI Teacher Training

### Teacher Training

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

##### **a. Teach students with disabilities effectively**

There is specific coursework and experiences for all general education students to prepare them for teaching students with disabilities. These teachers-in-training learn how to teach students from all 13 of the special education categories and including gifted learning. Through collaboration projects, they also learn about pre-referral, placement meetings, parent disagreement with decisions, and general and special education teacher disagreement during mock meetings and case studies. Disabilities, UDL, and IEP information are also included in the textbook and within a module that they complete. These topics are thoroughly covered in class and through assignments. Secondary and K-12 preservice teachers take SPED 100 Exceptional persons which also includes information about IEP components, and how to teach individuals with disabilities covering the 13 special education categories and gifted learning.

##### **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.**

An assignment of student teaching requires all students to participate in an IEP meeting on their student teaching checklist. Elementary Education Majors take 2 special education courses, SPED 100 Exceptional Persons and SPED 441, Inclusive Methods. In these courses they review an IEP, learning about places where general education teachers are part of the process. Using a case study, they hold a reasonable facsimile of an IEP meeting where individuals take on various roles. Students often create in service presentations to introduce parents to IEP processes or complete Fishbowl type IEP meetings where they learn how to participate in meetings and give feedback to their peers. Disabilities, UDL, and IEP information are also included in the textbook and within a module that they complete. These topics are thoroughly covered in class and through assignments.

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

All preservice teachers in elementary education also take a course, ELED 462 (Teaching English as a New Language). In this course they learn teaching strategies for working with English Language Learners. All preservice teachers in secondary and K-12 take the course SEED 450 (Content Area Literacy). Here, students learn methods for educating all learners, including English Language Learners (ELL), in preparation for teaching within their respective content areas in contemporary public middle and high schools, as well as during internships and student teaching. Students receive instruction, participate in discussions, and complete tasks that include group presentations specifically regarding diverse students, including ELL ones. The course also includes, among other best-practice activities, instruction covering vocabulary acquisition and reading strategies, discussion techniques, using multiple levels of text, graphic organizers, and writing strategies, all strongly supporting diverse and ELL students in today's content area classrooms. In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and climate for learning recognizing the cultural differences and needs of various diverse groups.

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

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

**a. Teach students with disabilities effectively**

Special Education teachers complete coursework in a number of areas. The entire program is focused on teaching students with disabilities effectively. Coursework covers research based methods for instruction, how to adapt curriculum and instruction to meet state standards for special needs students, the use of motivational/instructional systems for special needs learners, and the various models of data gathering systems to design and monitor progress toward IEP goals and objectives that are based on general education state standards. In SPED 432 Methods and Materials for Students with LD and SPED 420 Curriculum and Instructional Strategies they are prepared to teach students with disabilities. The theory and methods learned in these courses are applied in real situations during student teaching.

**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.**

Students have multiple opportunities to write IEPs. They have IEP writing assignments and transition plans in classes and lesson plans to meet the goals and objectives. In addition, they must also write an IEP while student teaching.

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

In SPED 432 Methods and Materials for Students with LD and SPED 420 Curriculum and Instructional Strategies, students learn a variety of strategies to assist students from linguistically diverse backgrounds to acquire the content curriculum taught in the general education classroom. The theory and methods learned in these courses are applied in real situations during student teaching. In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and

climate for learning recognizing the cultural differences and needs of various diverse groups.

## 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.**

All candidates except fine arts and graduate certification candidates complete a year-long residency in an effort to provide exposure to the entire academic year in the P-12 schools. We have also embedded key courses into the year-long experience to increase relevancy of this content. In addition, mentor teachers have been trained in co-teaching strategies to increase the positive impact of having two teachers throughout the year. 2. The University of South Dakota School of Education was involved in the NExT Consortium focused on improving learning of P-12 students through improved teacher preparation. Through this partnership we have new assessment instruments (Common Core Entrance, Exit, Transition to Teaching, and Supervisor Surveys) to evaluate program satisfaction as perceived by the program completers as well as supervisors of our graduates at the end of the first year of teaching. The data is reviewed and used to impact programmatic and course content decisions.