



Calvin College
Traditional Report AY 2017-18
Michigan



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

3201 Burton St. SE

CITY

Grand Rapids

STATE

Michigan

ZIP

49546

SALUTATION

Ms.

FIRST NAME

Shari

LAST NAME

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

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Bilingual Spanish Education	No	
Chinese Education	No	
Early Childhood Education	No	
Elementary Education	No	
English as a Second Language Education	No	
English Education	No	
French Education	No	
German Education	No	
Health Education	No	
Mathematics Education	No	
Music Education	No	
Physical Education	No	
Psychology Education	No	
Science Education	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Social Studies Education	No	
Spanish Education	No	
Special Education	No	
Speech Education	No	

Total number of teacher preparation programs: 19

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Other

If Other, please specify:

When they have met all Professional Program admission requirements

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

<http://www.calvin.edu/academics/departments-programs/education/academics/admission-requirements/>

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

Students may appeal to take Education Program courses before they have met all admission requirements.

Undergraduate Requirements

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

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input 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 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 checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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: declare major/minor subject(s) and sign legal release form	<input checked="" type="radio"/> Yes <input 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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.58

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.671

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

Postgraduate Requirements

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

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

Yes

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

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	104
Number of students in supervised clinical experience during this academic year	92

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

Early field experiences are a vital component of Calvin's Teacher Education Program. Multiple field experiences are required throughout the Education sequence. The college directs placement for most of the field work in order to ensure a variety of learning environments as well as ensuring that every student has cross cultural experiences during field placements. Students have varied school experiences in urban, suburban, rural, public, non-public, and charter schools. During EDUC 202, students complete a 15 clock-hour service learning experience. They function as teachers' assistants for this time, but they also collect field notes as part of an in-depth case study of one learner. The point of the case study is to learn to look deeply at learner characteristics using some of the research methodology of the field of education. During EDUC 303, each student is placed in a classroom in a local school. They serve as teacher aides in the classroom four mornings a week for at least nine weeks, totaling about 100 hours. They assist with tutoring and small group leading, grade assignments, make copies, prepare materials, observe classroom instruction, lead large group activities and enact 3-5 of the lesson plans from the unit they plan for EDUC 302. The EDUC 302 instructor observes each of the students at least three times as they lead small or large group instructional activities. Following each observation, the instructor and aide conference and the aide writes a reflection on the lesson. The instructor emails observations notes to both the aide and the supervising teacher. Candidates are assigned to student teach for fourteen weeks. When making placements, prior experience as well as interest is considered so that all candidates have experience in at least one public school setting. Efforts are made to also ensure that each candidate has had experience in varied grade levels. While in the student teaching placement, candidates are expected to fully participate in the learning community. In addition to the scope of the mentor teacher's responsibilities and obligations, this also includes classroom happenings, staff meetings, school community events (parent teacher conferences) as well as professional development. Students are in their classrooms full days, five days a week with the exception of two to four seminars scheduled by the college. Students earning the early childhood or cognitive impairment endorsements complete additional student teaching placements aligned with state requirements. All teacher candidates are assessed formally and informally by their mentor teacher and college supervisor. Formal evaluations are completed at the midpoint and conclusion of each student teaching experience by the teacher candidate, mentor teacher and college supervisor.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="153"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="34"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="119"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="6"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

16

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

127

Two or more races

4

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="9"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="44"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="93"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="49"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	8
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	16
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	10
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	10
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	6

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text" value="1"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text" value="1"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="4"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<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 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="10"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="5"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="44"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	2
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	10
13.1312	Teacher Education - Music	8
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	14
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	11
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	9
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	1 <input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	93
2016-17	86
2015-16	78

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
 No
 Not applicable

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

We offer and promote the TEACH grant of \$4000 per year, which is available for students who plan to teach mathematics in schools serving low-income students. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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:

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

11

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

12

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

Annual Goals - Science

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
- No
- Not applicable

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

We offer and promote the TEACH grant of \$4000 per year, which is available for students who plan to teach science in schools serving low-income students. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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:

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

11

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

12

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

Annual Goals - Special Education

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

Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

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:

It was not possible to meet the goal of 10 special educators due to declining overall enrollment in the education program. We offer and promote the TEACH grant of \$4000 per year, which is available for students who plan to teach special education in schools serving low-income students. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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

Goal has been adjusted to reflect the lower number of Education students currently enrolled at our institution.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

10

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

11

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

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

6

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

Yes

No

Not applicable

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

It was not possible to meet the goal of 6 ESL teachers due to declining overall enrollment in the education program. We offer and promote the TEACH grant of \$4000 per year, which is available for students who plan to teach English as a second language in schools serving low-income students. Candidates are counseled to consider teacher shortage areas while meeting with faculty advisors and via printed and online information about selecting majors and minors.

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

Goal has been adjusted to reflect the lower number of Education students currently enrolled at our institution.

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

6

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

7

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

Assurances

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

1. 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:

Candidates complete early and numerous field placements in a variety of school settings (urban, suburban, rural, public, non-public, etc.). These activities ensure that students and faculty members are aware of the needs of schools and the instructional decisions teachers face. All special education candidates complete the full liberal arts curriculum as well as the elementary education program, which includes training in providing instruction in core academic subjects. Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of students with disabilities, limited English proficiency, and/or from low-income families.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	3			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	3			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2017-18	2			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2016-17	1			
101 -CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -COMPUTER SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	22	250	21	95
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	44	255	44	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	47	256	47	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	47	252	47	100
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	3			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	7			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	9			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	7			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	2			
086 -ENGLISH AS A SECOND LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2015-16	2			
009 -HISTORY Evaluation Systems group of Pearson Other enrolled students	2			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	10	239	10	100
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2016-17	3			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	3			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	1			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	4			
026 -LATIN Evaluation Systems group of Pearson All program completers, 2016-17	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	4			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	8			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	2			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2016-17	2			
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2015-16	30	272	30	100
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	2			
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2015-16	30	274	30	100
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson Other enrolled students	2			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	2			
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	30	241	30	100
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson Other enrolled students	2			
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	2			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	3			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	10	247	10	100
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	5			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	6			
012 -SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	4			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	4			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	4			
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2016-17	1			
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2015-16	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	93	93	100
All program completers, 2016-17	86	86	100
All program completers, 2015-16	79	79	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

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

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Candidates learn to use various technological resources during their teacher preparation at Calvin College. Teacher Education Program faculty have reviewed course requirements to ensure that all candidates are prepared to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity. Calvin's classrooms are fitted with integrated web-accessible computers and projection systems so that instructors can easily demonstrate and utilize the full range of electronic resources in their teaching. Classrooms are equipped with web-connected computers, CD players, and wall projectors so that instructors employ the full range of electronic media in class. Content area and Education professors also utilize a Moodle platform for course communication, which allows students to access course documents, post responses and read other students' responses in a discussion board format. Specific courses provide candidates with many opportunities to experience and utilize advanced technological resources as aids to instruction. All candidates are required to complete the following courses: IDIS 110 - Foundations of Information Technology is required of all teacher education candidates. IDIS 110 is a first-year introduction to the computer and to college-level research skills, making full but discriminating use of current electronic information technology with a discussion of the cultural impact of computer technology and the ethical responsibilities of its users. Objectives: to introduce students to the basic concepts of computer hardware and software; to familiarize students with the potentials of the computer as a "universal appliance," capable of storing, locating, transferring, manipulating, analyzing, and presenting information; and to establish a viewpoint from which students can make ethically responsible judgments regarding the appropriate use of information

technology. This course familiarizes students with computer-based technology such as hardware and software systems, quantitative analysis with spreadsheets, networking and web publishing. Specific programs used include Excel for working with spreadsheets and Dreamweaver for creating websites. EDUC 102: Technology is used throughout this course. Programs such as Skype and Wimba are used to communicate with teachers at a distance. EDUC 202: Students use a template to electronically record and submit field notes. These expand over the semester as students receive feedback from instructors and continue to make field observations over the course of the semester. Students complete an in-class assignment that requires exploration of the All Kinds of Minds website using laptops that are provided. All course materials, including PowerPoint presentations, pdfs, videoclips, and links to websites are available online at our course website. In class, YouTube and other online resources are used to illustrate material being studied. EDUC 302: Students use laptops to access online resources, complete online surveys, share ideas on the course wiki, and to build online concept maps. Students post weekly aiding journals to the course Discussion Board and respond to others' postings. Observation visits are facilitated through the use of the course wiki as well as other occasional sign-ups and professional literature sharing. Students post all assignments digitally and receive instructor feedback digitally. In the class students use the class computer, ceiling projector, and document camera in their presentations. In their placement settings, students video each other teaching two different times, reflect on their own videos, and digitally share their videos with the professor. In the required unit plan, students include an online learning experience for their students. EDUC 302 also addresses Universal Design for Learning. In their student teaching classrooms, candidates are expected to use the available technology in an effective manner. All candidates must develop a unit that includes technology that enhances student learning. Many candidates use technology on a very regular basis in their classroom and are able to assist classroom teachers as necessary. All candidates are proficient with computers and video cameras. When available, candidates are encouraged to use Eno boards, SMART boards, etc. All candidates must also work to use technology to enhance relationships and communication with their students' parents. Candidates must also be familiar with and comfortable using the college's technology. Most submit assignments and reflections electronically. In placements where there is limited technology, time is spent identifying how one might improve this situation. Candidates are able to borrow some technology (flip cameras, laptops, etc.) from the college to enhance their classroom instruction. Each student teacher is evaluated to determine areas in which he or she is excelling and which areas need improvement. The process includes an evaluation of how well the student teacher makes good use of a variety of instructional resources including information technology, uses technology effectively to support the assessment and reporting process, and uses a variety of resources to support effective communication including information technology.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

All candidates complete EDUC 202 The Learner in the Educational Context: Development and Diversity, which addresses the development of the mind, identity, and perspective of all learners, including students with disabilities. In this course, pre service teachers learn about IEPs and practice collaboration skills needed for effective participation on IEP teams. Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of students with disabilities and/or limited English proficiency. EDUC 307 Reading/Literacy in the Content Area, EDUC 322 Introduction to Methods of Teaching Reading: Elementary and EDUC 326 Reading/Language Arts in the Elementary School address the instruction of students with limited English proficiency. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in elementary classrooms.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

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

All special education candidates also complete the elementary education program. All candidates complete EDUC 202 The Learner in the Educational Context: Development and Diversity, which addresses the development of the mind, identity, and perspective of all learners, including students with disabilities. Differentiated planning and instruction is emphasized throughout the program, with teachers trained to identify and meet the needs of students with disabilities and/or limited English proficiency. EDUC 322 Introduction to Methods of Teaching Reading: Elementary and EDUC 326 Reading/Language Arts in the Elementary School address the instruction of students with limited English proficiency. Students learn strategies and techniques for assessing and differentiating instruction to meet the wide range of students' reading and writing levels. In addition, special education candidates complete a special education major of 38 semester hours which includes courses addressing the assessment and instruction of students with disabilities and participation in IEP teams.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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.

Visit <http://www.calvin.edu/academics/departments-programs/education/index.html> for details about the Calvin College Education Program mission, requirements, courses, faculty members, national accreditation, and events.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **153**.

Number of program completers from Section I: Program Information, Program Completers is **93**.

For a total enrollment of **246**.

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. James Rooks

TITLE:

Dean of Education

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:

Shari Brouwer

TITLE:

Certification and Assessment Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	177	153	-13.56%
Male Enrollment	40	34	-15.00%
Female Enrollment	137	119	-13.14%
Hispanic/Latino Enrollment	7	6	-14.29%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	21	16	-23.81%
Black or African American Enrollment	1	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	141	127	-9.93%
Two or more races Enrollment	5	4	-20.00%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	400	400	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	15	14.5	-3.33%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	110	104	-5.45%
Number of students in supervised clinical experience during this academic year	88	92	4.55%
Total completers for current academic year	86	93	8.14%
Total completers for prior academic year	78	86	10.26%
Total completers for second prior academic year	90	78	-13.33%