2022 TITLE II REPORTS
National Teacher Preparation Data

PA

Bloomsburg University of Pennsylvania
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Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

211158

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

400 East Second Street

CITY

Bloomsburg

STATE

Pennsylvania

ZIP

17815-1301

SALUTATION

Dr.

FIRST NAME

Denise

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

10

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SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. (§205(a)(1)(C)(i))

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

◯ Yes
◉ No

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

Element	Admission		Completion	
Transcript	Yes	◉ No	Yes	◉ No
Fingerprint check	Yes	◉ No	Yes	◉ No
Background check	Yes	◉ No	Yes	◉ No
Minimum number of courses/credits/semester hours completed	Yes	◉ No	Yes	◉ No
Minimum GPA	Yes	◉ No	Yes	◉ No

Element	Admission		Completion	
Minimum GPA in content area coursework	Yes	● No	Yes	● No
Minimum GPA in professional education coursework	Yes	● No	Yes	● No
Minimum ACT score	Yes	● No	Yes	● No
Minimum SAT score	Yes	● No	Yes	● No
Minimum basic skills test score	Yes	● No	Yes	● No
Subject area/academic content test or other subject matter verification	Yes	● No	Yes	● No
Recommendation(s)	Yes	● No	Yes	● No
Essay or personal statement	Yes	● No	Yes	● No
Interview	Yes	● No	Yes	● No
Other Specify: 6 credits each of math and English	Yes	● No	Yes	● No

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

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

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

Postgraduate Requirements

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

● Yes
○ No

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

Element	Admission		Completion	
Transcript	● Yes	No	Yes	● No
Fingerprint check	● Yes	No	Yes	● No
Background check	● Yes	No	Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	No	● Yes	No

Element	Admission		Completion	
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: resume	● Yes	○ No	○ Yes	● No

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

> 3

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

> 2.8

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

> Candidates must be employed by a public school district to enter the alternate program.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21.
(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	120

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching	500

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

◯ Yes

◉ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

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

All Programs

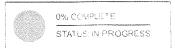|	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2.7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	3
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	281
Number of students in supervised clinical experience during this academic year	195

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

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SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES

›› Enrollment and Program
   Completers

In each of the following categories, provide the total number
of individuals enrolled in teacher preparation programs for an
initial teaching credential and the subset of individuals
enrolled who also completed the program during the
academic year. (§205(a)(1)(C)(ii))

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

- Enrolled Student

- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	20
Subset of Program Completers	12

Gender	Total Enrolled	Subset of Program Completers
Male	9	5
Female	11	7
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	0	0
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	0	0
White	16	12
Two or more races	0	0
No Race/Ethnicity Reported	1	0

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National Teacher Preparation Data

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SECTION I: PROGRAM INFORMATION
Teachers Prepared

THIS PAGE INCLUDES

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

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

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

<u>What are CIP Codes?</u>

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or <u>clear responses already entered</u>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
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	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

◯ Yes
◉ No

☐ No teachers prepared in academic year 2020-21

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - 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	
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	

CIP Code	Academic Major	Number Prepared
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
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	

CIP Code	Academic Major	Number Prepared
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

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SECTION I: PROGRAM INFORMATION

Program Assurances

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

THIS PAGE INCLUDES:

›› Program Assurances

Program Assurances

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

   ◉ Yes
   ○ No

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

   ◉ Yes
   ○ No

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

   ○ Yes
   ○ No
   ◉ Program does not prepare special education teachers

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

   ◉ Yes
   ○ No

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

   ◉ Yes
   ○ No

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

   ◉ Yes
   ○ No

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

- ◉ Yes
- ◯ No

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

The McDowell Institute for Teacher Excellence in Positive Behavior Support, housed in the College of Education at Bloomsburg University, is a unique component of the institution's teacher preparation programs that was established in 2012. The McDowell Institute is designed to equip educators with strategies, practices, and experiences to effectively support the academic, social, and emotional growth of all students. The Institute provides teacher candidates with the social-emotional training that is needed by today's teachers. This training includes modules on social emotional learning topics that are integrated into coursework within the curriculum. All initial teacher preparation candidates in the state of Pennsylvania are required to take nine credits of special education coursework to enable them to effectively teach students with disabilities. Additionally, all teacher preparation candidates must take at least one course focused on teaching English Language Learners. In 2019, a specific field experience was added to ensure that candidates had experience in working with English Language Learners. Students are also required to take a course in Multicultural Education to broaden their understanding of working with students from diverse backgrounds.
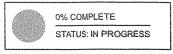
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Contextual Information

THIS PAGE INCLUDES

>> 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.

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.

Teacher education is a traditional cornerstone of Bloomsburg University of Pennsylvania. For more than a century, Bloomsburg University has been preparing talented and well-trained individuals for classrooms across the nation. The alternate program offered at Bloomsburg University falls under the Pennsylvania Department of Education "intern certificate" category. To attain certification in this way, candidates must pass the appropriate content area test, teach in the content area, and be enrolled in an approved intern certificate program. Candidates must complete the Pennsylvania professional core competencies including nine hours of Special Education and 3 hours of Instruction for English Language Learners to convert the intern certificate to an Instructional I. The intern program is at the Post-Bac level. The original intern certificate is issued for 3-years, and is not renewable. Bloomsburg University's intern certificate programs are in the subject areas of Biology, Bus-Computer-Info Tech K-12, Chemistry, Citizenship, Communications, Earth and Space Science, English, French, General Science, German, Mathematics, Physics, and Spanish. The current CAEP approval letter has been uploaded.
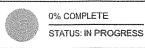
Supporting Files

CAEP Accreditation Letter

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.

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SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES

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

>> Review Current Year's Goal (2021-22)

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

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

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

* Quantifiable Goals

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

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

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

◯ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal?

◯ Yes
◯ No

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

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

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

Review Current Year's Goal (2021-22)

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

◉ Yes
○ No

8. Describe your goal.

The College of Education is approved to offer the intern certification program in Mathematics. The COE will continue to market the program with the goal of 2 mathematics candidates for 2020-2021.

Set Next Year's Goal (2022-23)

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

◉ Yes
○ No

10. Describe your goal.

The COE will certify two teachers in math at the postgraduate level. There is a shortage of math teachers, so this area will be promoted. In addition, there is a current major revision in the university. Three universities are integrating to become one entity. New curriculums are being developed. We are expecting a positive impact as we can now serve a larger audience.

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education
act

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SECTION II: ANNUAL GOALS

Annual Goals: Science

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

THIS PAGE INCLUDES

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

>>   Review Current Year's Goal
(2021-22)

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

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

- Quantifiable Goals

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

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

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

◉ Yes
◯ No

2. Describe your goal.

The College of Education is approved to offer alternative (intern) Science programs in Biology, Chemistry,
Earth and Space Science, General Science, and Physics. The program is continuing recruitment efforts. The
goal for 2020-2021 is five candidates.

3. Did your program meet the goal?

◯ Yes
◉ No

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

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

The sciences are a difficult area for recruitment when industry will pay more. Those looking for second careers are the most desirable audience.

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

Review Current Year's Goal (2021-22)

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

◉ Yes
◯ No

8. Describe your goal.

The goal for 2021-2022 will be five Science candidates.

Set Next Year's Goal (2022-23)

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

◉ Yes
◯ No

10. Describe your goal.

The sciences are a difficult area for recruitment when industry will pay more. Those looking for second careers are the most desirable audience. The goal will be five. In addition, there is a current major revision in the university. Three universities are integrating to become one entity. New curriculums are being developed. We are expecting a positive impact as we can now serve a larger audience.

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SECTION II: ANNUAL GOALS

Annual Goals: Special Education

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

THIS PAGE INCLUDES

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

>> Review Current Year's Goal (2021-22)

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

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

- Quantifiable Goals

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

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

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

○ Yes
◉ No

2. Describe your goal.

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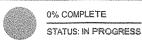
○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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

○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

◉ Yes
○ No

10. Describe your goal.

Special Education teachers are in high demand. Because of the merger of this university with two others, a wider audience for post bac Special Education candidates may be found. The goal for 22-23 is 5 new post-grad Special Education teachers/.

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SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES

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

>> Review Current Year's Goal (2021-22)

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

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

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

- Quantifiable Goals

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

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

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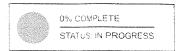
◯ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal?

◯ Yes
◯ No

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

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

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

Review Current Year's Goal (2021-22)

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

◯ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

◉ Yes
◯ No

10. Describe your goal.

This area is an add-on in Pennsylvania. There is some potential for 2-3 students to add this to their current certification area.

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES

›› Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	2			

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SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES

>> Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Summary pass rates have been submitted for your state, but none have been provided for this program. If summary pass rates are not available for this program the current reporting year, please confirm.

☑ No summary pass rates are available

Please provide an explanation:

The "n' is too low to report.

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SECTION IV: LOW-PERFORMING

Low-Performing

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

THIS PAGE INCLUDES

>> Low-Performing

Low-Performing

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

(●) Yes
( ) No

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

[✓] State
[✓] CAEP
[ ] AAQEP
[ ] Other specify:

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

( ) Yes
(●) No

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SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES

›› 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.

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)(E))

   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.

Program candidates are required to take an educational technology course as part of their curriculum. Additionally, technology use is woven into coursework throughout the program. Candidates are assessed on their use of "digital tools and resources" twice during their internship using Ohio University's CPAST assessment (Candidate Pre-Service Assessment of Student Teaching). Universal Design for Learning is introduced to candidates in SPECED557 (Linking Assessment and Instruction for Individuals with Disabilities) and SPECED558 (Methods of Instruction for Individuals with Disabilities).

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SECTION VI: TEACHER TRAINING

Teacher Training

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

THIS PAGE INCLUDES

>> Teacher Training

Teacher Training

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

a. Teach students with disabilities effectively

All general education teacher candidates are required to take three special education courses, unless they have previously taken other appropriate special education courses. Each course is 3 credits, meets required Pennsylvania Department of Education competencies, and is taught by special education faculty at the University. The Special Education Program is nationally recognized by the Council for Exceptional Children. The special education courses include: Orientation to Exceptionalities, Linking Assessment to Instruction, and Methods of Instruction for Students with Disabilities. "Orientation to Exceptionalities" provides students with an overview of exceptionalities and acquaints students with historical foundations, research, service models, theories, legislation and philosophies that form the basis of special education practice. Educational rights, characteristics, assessment procedures, and evidence-based instructional practices are reviewed. "Linking Assessment to Instruction" provides teacher candidates with a comprehensive overview of the skills, processes, and research-based interventions for linking assessment and instruction in inclusive settings for students with disabilities. The academic core areas addressed in this course include literacy, math, and writing in Pk-12 settings. "Methods of Instruction for Students with Disabilities", reviews current research and the latest techniques for facilitating meaningful interactions with individuals with disabilities. This course deals with the development of evidenced based skills in effective instructional strategies for students with exceptionalities, creating positive classroom learning environments, and teacher-candidate development of effective collaboration and communication skills. Within these courses, teacher education candidates plan lessons using differentiated instruction and accommodations for effective inclusive practices. Along with these courses, general education teacher candidates take courses and participate in field experiences in inclusive settings. Within their general education methods courses students are required to differentiate in each subject area in order to accommodate PK-12 students with disabilities. Differentiated instruction and supportive strategies are taught in general education methods courses and implemented in their field experiences.

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

The three special education courses taught to general education teacher candidates build on knowledge acquired through sequential learning. In the Introduction to Exceptional Individuals course, general education teacher candidates are introduced to IDEA and specifically, IEPs and IEP team membership participation. They review the components of an IEP and their role as general educators in the process.

Teacher education candidates are taught the legal aspects of the IEP. In the Linking Assessment to Instruction course, general education candidates determine objectives based on student with disabilities' needs. They use assessment data to inform their instruction. To do so, candidates analyze assessment data to make informed decisions and to set and meet student outcomes, ones that will be part of a student's IEP. In the Methods of Instruction for Students with Disabilities course, teacher candidates learn effective high-leverage practices and apply these to specific content areas (e.g., literacy, math, science). Through their lesson planning assignments, general education teacher candidates write curricular IEP objectives in academic content areas and provide appropriate accommodations and adaptations to meet the objectives for students with disabilities.

c. Effectively teach students who are limited English proficient.

General education teacher candidates are required to take a 3-credit course, English Language Learners (ELL): Methods and Strategies. It meets the required competencies for instructing English Learners set by the Pennsylvania Department of Education. This course provides all teacher candidates with comprehensive instruction focused on identifying, designing, and implementing ELL program materials to facilitate English proficiency and academic standards. Instructional materials and strategies are based on educational and language learning theory. Based on these theories, general education candidates learn appropriate methodology to use with PK-12 students at diverse levels of English proficiency. Through this course, general education teacher candidates participate in a field experience with ELL teachers in inclusive classroom settings. In addition, the candidates are enrolled in two courses that address the needs of English learners and their families and communities, Multicultural Education and Home, School, and Community.

2. Does your program prepare special education teachers?

◉ Yes
◯ No

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

a. Teach students with disabilities effectively

Teach students with disabilities effectively All twelve (12) special education courses required in the Department of Exceptionality Programs, Special Education Program of Study are aligned to the Pennsylvania Department of Education (PDE) Competencies and the Council for Exceptional Children (CEC) Standards (Special Education's Specialized Program Association [SPA]). In addition, the Special Education Program meets the four levels of field experience with students with disabilities mandated by PDE and supported by CEC. The Special Education Program is an area of study nationally recognized by their SPA, the international Council for Exceptional Children (CEC) and approved for teacher certification by the state. The intensive course work and field experiences with students with disabilities focus on instruction in both inclusive and special education classrooms. In order to ensure that special education teacher candidates can effectively teach students with disabilities, they are assessed continuously on knowledge, skills, and competencies through course assignments (e.g., case studies, reflections, research reports, and presentations), exams, and field experiences. In addition, candidates are evaluated through comprehensive program assessments which are conducted in upper-level courses, practicum, and student teaching. The comprehensive Special Education Program assessments are rigorously applied using the CEC standards. They are valid and reliable instruments. They include an Assessment Report (case study), Mock Eligibility Meeting (role play/simulation), Behavior Intervention Plan (project), Individual Education Program (project), Special Education Lesson Plan (implementation/reflection), Special Education Unit Plan (implementation/reflection), and Special Education Student Teacher Evaluation. In addition, candidates are evaluated on their professional dispositions using the Ohio State's Pre-CPAST (in practicum) and CPAST (in student teaching) scoring rubrics. To prepare candidates for their final student teaching evaluation, the PDE 430, a Formal Classroom Observation form (rating rubric) is completed four times during the student teaching placement. All of these comprehensive program assessments have been created and implemented to verify that candidates have acquired the required special education knowledge, skills, and competencies mandated by PDE and CEC. Candidates demonstrate their ability to apply effective instruction with students with disabilities through these performance-based measures (i.e., scoring rubrics). The data from the scored assessment rubrics are analyzed by faculty and help candidates, instructors, practicum and student teacher supervisors, and cooperating teachers monitor student performance and progress prior to their entry in the field as effective PDE certified special education teachers.

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

The special education courses taught for teacher candidates build on knowledge acquired through sequential learning. In the Introduction to Exceptional Individuals course, special education teacher candidates are introduced to IDEA and specifically IEPs and IEP team membership participation. They review the components of an IEP and their role as special educators in the process. Special education teacher candidates are taught the legal aspects of the IEP. Each special education course builds on various components of the IEP and special education candidates apply their knowledge through case studies and mock interviews. In a number of special and general education courses, they write and implement lessons where they differentiate instruction for students with disabilities and provide appropriate accommodations as needed. These courses prepare special educators to be active participants as a member of the IEP team. In the Academic Assessment course, special education candidates participate in a Mock Eligibility Meeting. This simulation of an of an eligibility meeting for students with disabilities is implemented as one of the comprehensive program assessments. Candidates use their knowledge, skills, and competencies acquired through their learning about students with disabilities, IEPs, and eligibility requirements to role play as various team members in making decisions regarding a students' eligibility and the development of individualized education programs. During student teaching, special education student teachers develop an Individual Education Program for a student with disabilities within their class. In addition, special education candidates during practicum and student teaching are invited to participate in IEP meetings with permission from the parents/guardians of students with disabilities. As well, they collaborate with their cooperating teachers in developing and implementing IEPs in both inclusive and specialized classrooms.

c. Effectively teach students who are limited English proficient.

Special education teacher candidates are required to take a 3-credit course, English Language Learners (ELL): Methods and Strategies. It meets the required competencies for instructing English Learners set by the Pennsylvania Department of Education. This course provides all teacher candidates with comprehensive instruction focused on identifying, designing, and implementing ELL program materials to facilitate English proficiency and academic standards. Instructional materials and strategies are grounded on educational and language learning theory. Based on these theories, special education teacher candidates learn appropriate methodology to use with PK-12 students at diverse levels of English proficiency. Through this course, special education teacher candidates participate in a field experience with ELL teachers in inclusive classroom settings. In addition, the candidates are enrolled in two additional courses that address the needs of English learners and their families and communities.
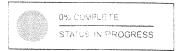
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Contextual Information

THIS PAGE INCLUDES:

>> 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.

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.

Teacher education is a traditional cornerstone of Bloomsburg University of Pennsylvania. For more than a century, Bloomsburg University has been preparing talented and well-trained individuals for classrooms across the nation. The alternate program offered at Bloomsburg University falls under the Pennsylvania Department of Education "intern certificate" category. To attain certification in this way, candidates must pass the appropriate content area test, teach in the content area, and be enrolled in an approved intern certificate program. Candidates must complete the Pennsylvania professional core competencies including nine hours of Special Education and 3 hours of instruction for English Language Learners to convert the intern certificate to an Instructional I. The intern program is at the Post-Bac level. The original intern certificate is issued for 3-years, and is not renewable. Bloomsburg University's intern certificate programs are in the subject areas of Biology, Bus-Computer-Info Tech K-12, Chemistry, Citizenship, Communications, Earth and Space Science, English, French, General Science, German, Mathematics, Physics, and Spanish. The current CAEP approval letter has been uploaded.

Supporting Files

CAEP Accreditation Letter

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.