

EDUCATION DEPARTMENT
STUDENT LEARNING OUTCOMES ASSESSMENT

Due May 15, 2015

The Education Department reviewed the summary report from the past year and specifically revisited the Activity, Reflection and Action Plan sections of the report. Department SLOs continue to be reflected in the required competencies from the Pennsylvania Department of Education as tested via the PAPA, CORE, PECT and PRAXIS state required assessments. Our test results are exemplary and are included within this report.

Students continue to create three ring binder portfolios based on the research of Charlotte Danielson's *Enhancing Professional Practice A Framework for Teaching*. This is the same framework used by school districts to evaluate their own teachers. Additionally, all students are now required to create a professional wikispace where documentation is uploaded to show evidence for meeting departmental SLOs and PDE competencies and for use in gaining employment.

Last year's report mentioned the use of PD360 videos for use in demonstrating best practices. However this excellent educational resource was cut from the budget.

In the following pages, evidence of departmental collection, review and analysis of student learning outcomes is provided. This includes the results of the PAPA, CORE, PECT and PRAXIS state required assessments, sample student teacher evaluations, a sample portfolio table of contents and a list of student created wikispaces. Additionally, a copy of the federally mandated Title II Higher Education Act Complete Report Card is included.

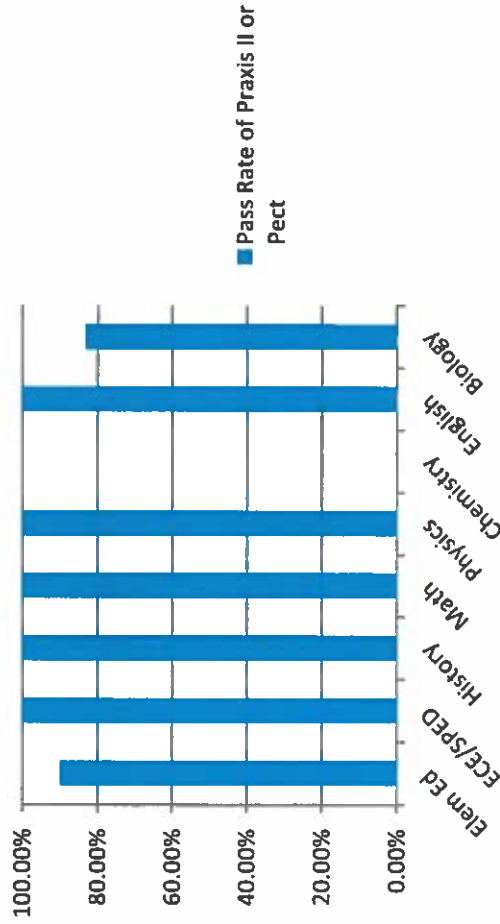
The Education Department takes assessment very seriously and is held accountable to the external agency of the Pennsylvania Department of Education. We will continue to use the above mentioned tools to collect assessment data and to employ a culture of data informed decision making.

2009-2014 Pass and Placement Rates

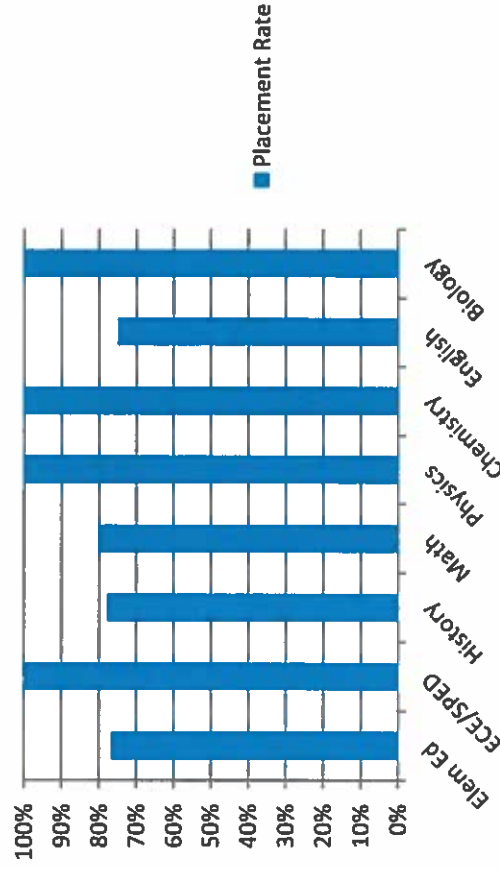
Major	Total Graduates	Received Certification	Pass Rate of Praxis II or Pect	Placement	Placement Rate
Elem Ed	60	54	90.00%	46	77%
ECE/SPED	7	7	100.00%	7	100%
History	9	9	100.00%	7	78%
Math	10	10	100.00%	8	80%
Physics	2	2	100.00%	2	100%
Chemistry	1	0	0.00% (did not take Praxis II)	1	100%
English	4	4	100.00%	3	75%
Biology	6	5	83.33%	6	100%
Total	99	91	91.92%	80	81%

Data is based upon current placement information provided by Education alumni

Pass Rate of Praxis II or Pect 2009-2014



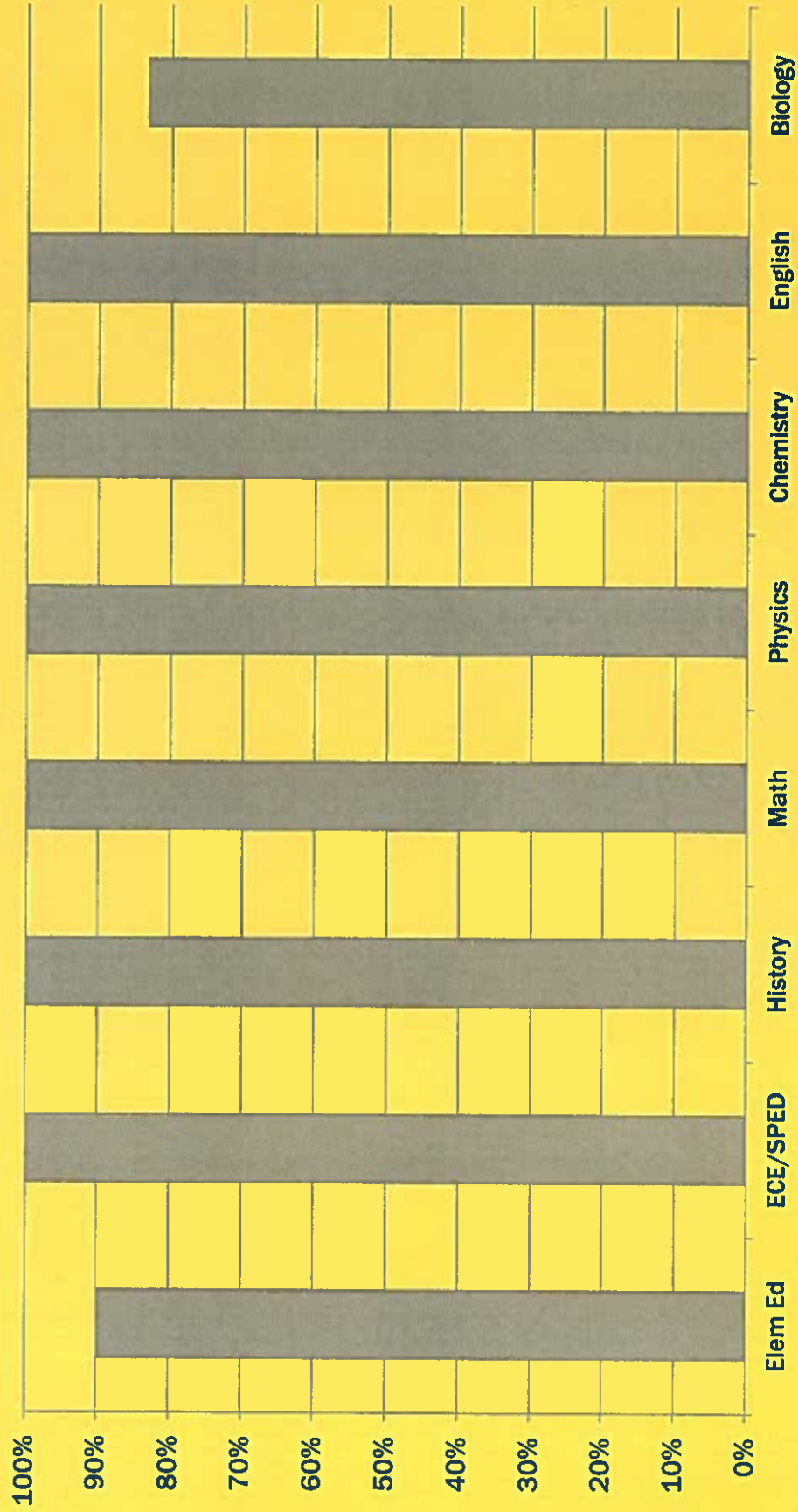
Education Alumni Placement Rate 2009-2014



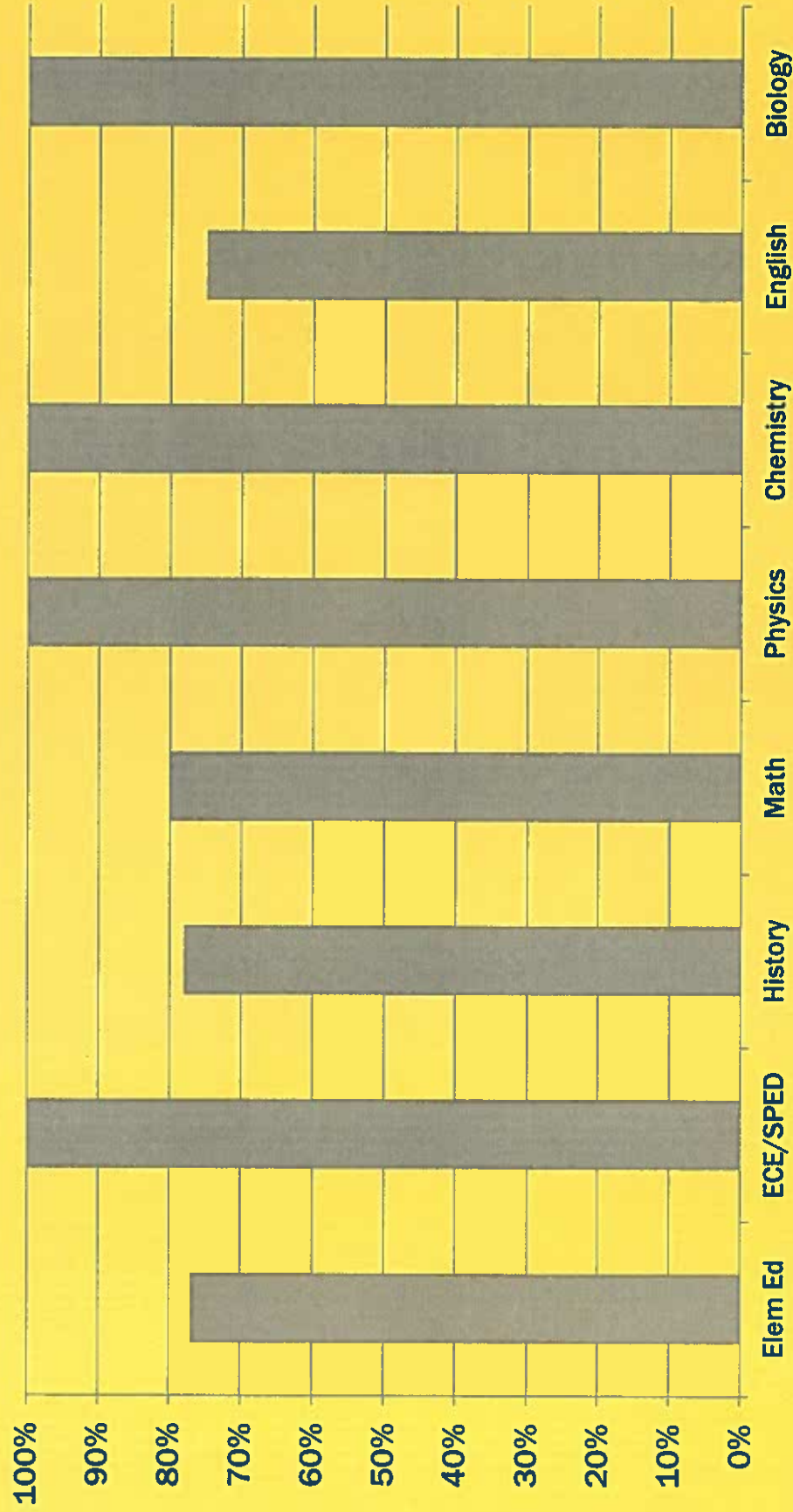
2009-2014 PASS & PLACEMENT RATES

Major	Total Graduates	Received Certification	Pass Rate of Praxis II or Pect	Placement	Placement Rate
Elem Ed	60	54	90%	46	77%
ECE/SPED	7	7	100%	7	100%
History	9	9	100%	7	78%
Math	10	10	100%	8	80%
Physics	2	2	100%	2	100%
Chemistry	1	1	100%	1	100%
English	4	4	100%	3	75%
Biology	6	5	83.33%	6	100%
Total	99	92	93%	80	81%

2009-2014 PASS & PLACEMENT RATES



EDUCATION ALUMNI PLACEMENT RATE 2009-2014



A B C D E F G

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 - Modified Lesson Plans for Special Education

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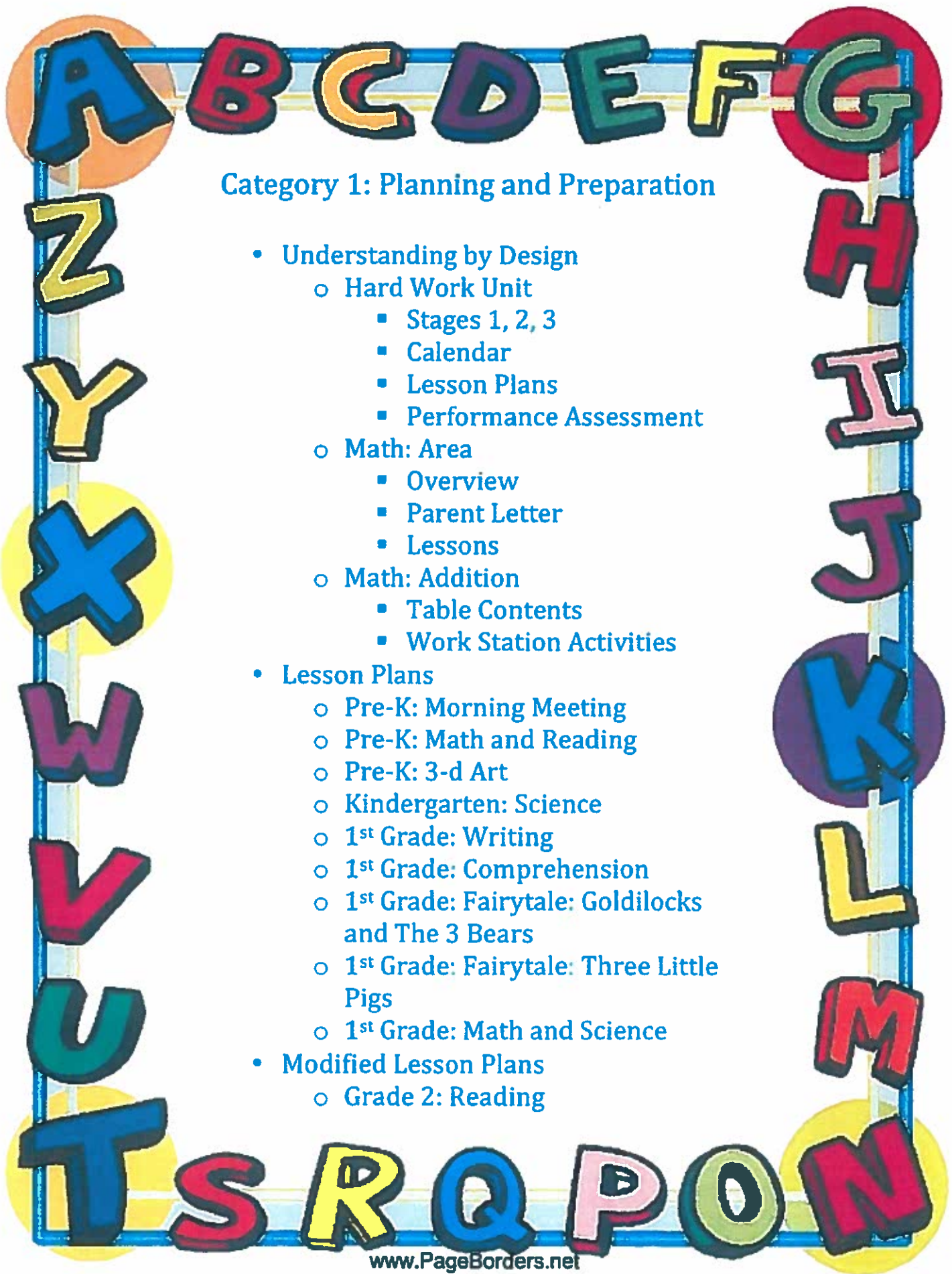
- Visual of Classroom
- Classroom Management
- Philosophy of Education
- Philosophy of Teaching Reading

Category 3: Instructional Delivery

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- Awards and Scholarships
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- Thiel College Transcripts



Category 1: Planning and Preparation

- Understanding by Design
 - Hard Work Unit
 - Stages 1, 2, 3
 - Calendar
 - Lesson Plans
 - Performance Assessment
 - Math: Area
 - Overview
 - Parent Letter
 - Lessons
 - Math: Addition
 - Table Contents
 - Work Station Activities
- Lesson Plans
 - Pre-K: Morning Meeting
 - Pre-K: Math and Reading
 - Pre-K: 3-d Art
 - Kindergarten: Science
 - 1st Grade: Writing
 - 1st Grade: Comprehension
 - 1st Grade: Fairytale: Goldilocks and The 3 Bears
 - 1st Grade: Fairytale: Three Little Pigs
 - 1st Grade: Math and Science
- Modified Lesson Plans
 - Grade 2: Reading

Student/Candidate's Last Name	First	Middle	123-45-6789 Social Security Number
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Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
Alignment: 354.33. (1)(D)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

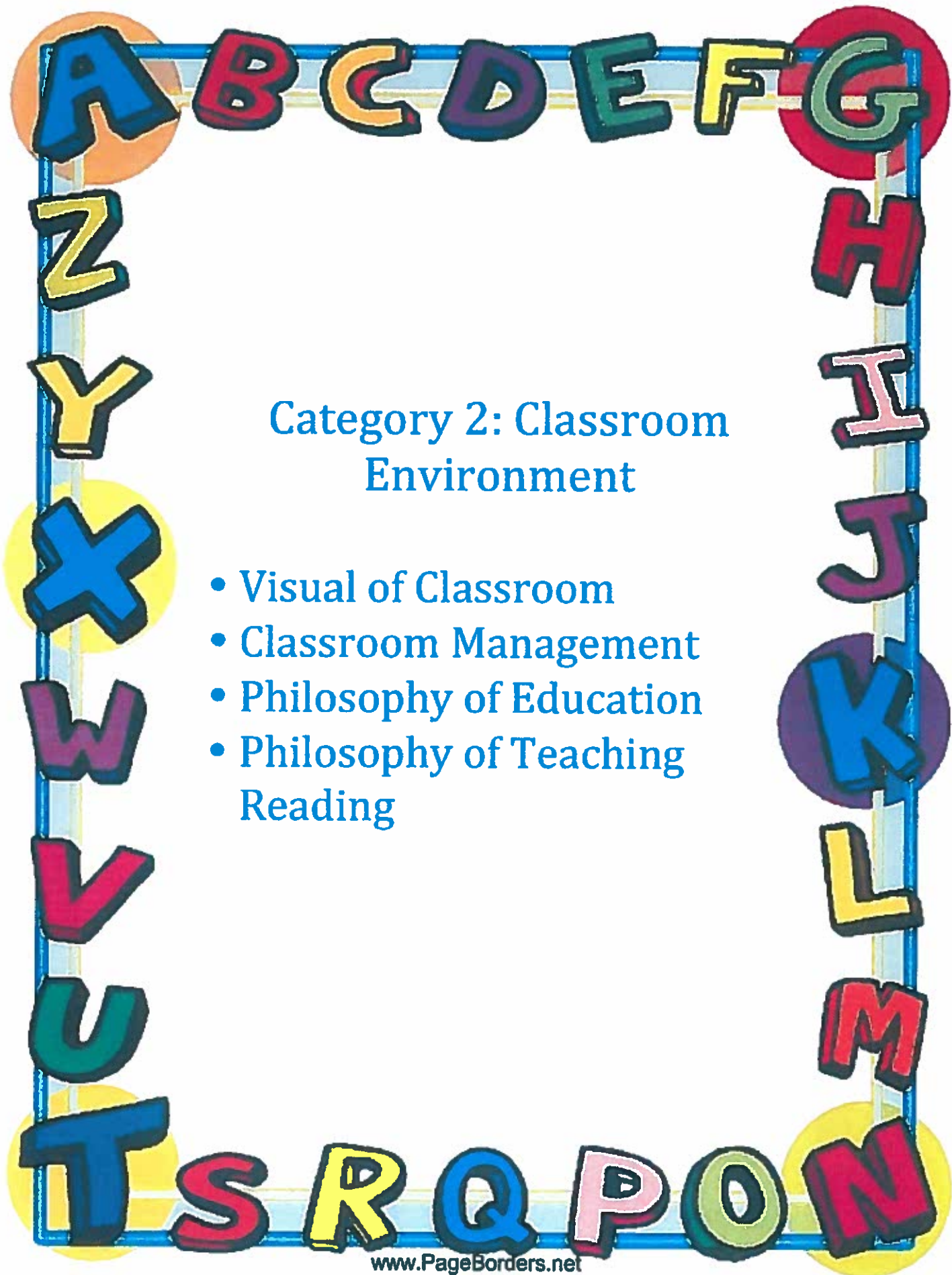
- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Interviews | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation



Category 2: Classroom Environment

- Visual of Classroom
- Classroom Management
- Philosophy of Education
- Philosophy of Teaching Reading

123-45-6789
Social Security Number

Student/Candidate's Last Name First Middle

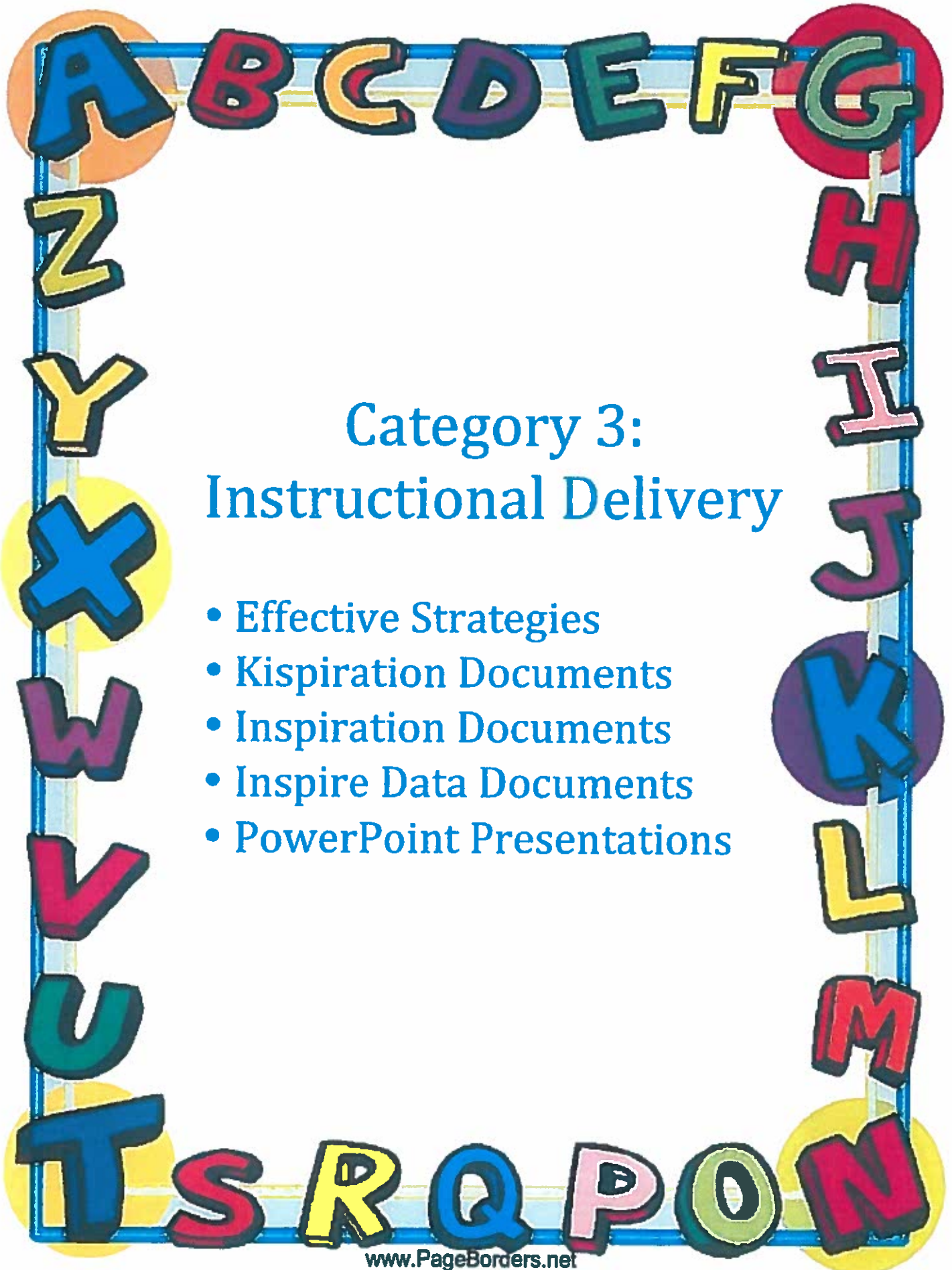
Category III — Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(D)(F)(G)

- Student Teacher/candidate's performance appropriately demonstrates:
- Use of knowledge of content and pedagogical theory through his/her instructional delivery
 - Instructional goals reflecting Pennsylvania K-12 standards
 - Communication of procedures and clear explanations of content
 - Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
 - Use of questioning and discussion strategies that encourage many students to participate
 - Engagement of students in learning and adequate pacing of instruction
 - Feedback to students on their learning
 - Use of informal and formal assessments to meet learning goals and to monitor student learning
 - Flexibility and responsiveness in meeting the learning needs of students
 - Integration of disciplines within the educational curriculum

- Sources of Evidence (Check all that apply and include dates, types/titles, or number)
- | | | | |
|--|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Instructional Resources/
Materials/Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate
Interviews | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation



Category 3: Instructional Delivery

- Effective Strategies
- Kispiration Documents
- Inspiration Documents
- Inspire Data Documents
- PowerPoint Presentations

Student/Candidate's Last Name	First	Middle	123-45-6789 Social Security Number
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Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (I)/(II),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Instructional Resources/Materials/
Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher Interviews | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Written Documentation | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation



Category 4: Professionalism

- Resume
- References
- Evaluations
- Parent Involvement
- Brochure
- Clearances
- Field Experience Pictures
- Awards and Scholarships
- E-Portfolio Link
- Thiel College Transcripts

FORM A: WEEKLY EVALUATION OF STUDENT-TEACHER CANDIDATE'S DAILY LESSONS

Student-Teacher Candidate _____ Date _____
 Cooperating Teacher _____
 Subject/Grade _____

As you make daily observations, you may focus on selected areas of performance most relevant to the lesson plan rather than all areas of performance. The questions below may be helpful.

Exemplary (4) = Student-teacher candidate *consistently and thoroughly* demonstrates indicators of performance.

Superior (3) Student-teacher candidate *usually and extensively* demonstrates indicators of performance.

Satisfactory (2) Student-teacher candidate *sometimes and adequately* demonstrates indicators of performance.

Unsatisfactory (1) Student-teacher candidate *rarely or never and inappropriately or superficially* demonstrates indicators of performance. ¹

Non-applicable (0) Criterion was non-applicable to the lesson.

TEACHER PREPARATION

Do lesson plans include a variety of teaching strategies?	4	3	2	1	NA
Are outcomes and assessments related?	4	3	2	1	NA
Do lesson plans provide for appropriate activities?	4	3	2	1	NA
Do the lesson plans reveal thought, reflection, and creativity?	4	3	2	1	NA
Are lesson plans given to you prior to classroom instruction?	4	3	2	1	NA
Is teacher's knowledge of subject adequate?	4	3	2	1	NA
Are the boards, media and technology used efficiently?	4	3	2	1	NA
Is judgment used in selecting materials and activities to attain goals?	4	3	2	1	NA
Are realistic, short-range goals set?	4	3	2	1	NA

LESSON PRESENTATION

Are pupil expression and participation encouraged?	4	3	2	1	NA
Is divergent thinking accepted and encouraged?	4	3	2	1	NA
Do the lessons include skill practice and/or reinforcement activities?	4	3	2	1	NA
Are unexpected situations handled satisfactorily?	4	3	2	1	NA
Is sufficient repetition and practice provided?	4	3	2	1	NA
Do supplemental materials and relevant personal experiences enrich the lesson?	4	3	2	1	NA
Is the homework assignment explicit?	4	3	2	1	NA

PUPIL-TEACHER RAPPORT

Do the pupils willingly cooperate with the student-teacher candidate?	4	3	2	1	NA
Does the student-teacher maintain effective discipline when left alone?	4	3	2	1	NA
Are the pupils making satisfactory progress?	4	3	2	1	NA
Is concern for individuals shown?	4	3	2	1	NA

Is praise for performance expressed?	4	3	2	1	NA
Is there a consistently positive relationship between the student-teacher candidate and the pupils?	4	3	2	1	NA

CLASSROOM MANAGEMENT

Does student-teacher candidate know the pupils' names?	4	3	2	1	NA
Is attendance taken efficiently?	4	3	2	1	NA
How would you evaluate the first five minutes of class?	4	3	2	1	NA
How would you evaluate the last five minutes of class?	4	3	2	1	NA
Does student-teacher candidate move about the classroom?	4	3	2	1	NA

PERSONAL DEVELOPMENT

Does student-teacher candidate follow the suggestions you make?	4	3	2	1	NA
Do some lessons show initiative and independent thinking?	4	3	2	1	NA
Can you depend on student-teacher candidate to take classroom responsibility?	4	3	2	1	NA
Are his/her records neat and accurate?	4	3	2	1	NA
Does the student-teacher candidate handle trying circumstances effectively?	4	3	2	1	NA
Does the student-teacher candidate have a well-groomed, professional appearance?	4	3	2	1	NA

PROFESSIONAL ATTITUDE

Does student-teacher candidate relate the subject to the pupils' interests?	4	3	2	1	NA
Does the student-teacher candidate cooperate with you?	4	3	2	1	NA
Has the student-teacher candidate taken part in any extra-curricular activities?	4	3	2	1	NA
Does the student-teacher candidate visit other areas in the school, such as other classrooms and the library?	4	3	2	1	NA

COMMUNICATION SKILLS

Does the student-teacher candidate use correct grammar?	4	3	2	1	NA
Does the student-teacher candidate communicate ideas with clarity and conciseness?	4	3	2	1	NA

Does the student-teacher candidate have enthusiasm for the subject?	4	3	2	1	NA
Does the student-teacher's voice have an acceptable quality?	4	3	2	1	NA

OTHER PROFESSIONAL EXPECTATIONS

Does the student-teacher candidate relate well with other members of the faculty?	4	3	2	1	NA
Is the student-teacher candidate poised and mature?	4	3	2	1	NA
Does the student-teacher candidate demonstrate creativity?	4	3	2	1	NA
Does the student-teacher candidate accept criticism?	4	3	2	1	NA
Does the student-teacher candidate have a good sense of humor?	4	3	2	1	NA

Note 1. These are the categories and criteria for rating used in PDE-430.

COMMENTS:

STUDENT-TEACHER CANDIDATE SIGNATURE

DATE

COOPERATING TEACHER SIGNATURE

DATE

FORM B

MIDTERM & FINAL EVALUATION

Student-Teacher Candidate _____ College Supervisor _____
Cooperating School _____
Cooperating Teacher _____
Subject Taught _____

Check one:
Midterm Report: _____
Final Report: _____

Observation Date: _____ Completed by: _____

Use back of form for additional comments.

- Exemplary (4) = Student-teacher candidate *consistently and thoroughly* demonstrates indicators of performance.
- Superior (3) Student-teacher candidate *usually and extensively* demonstrates indicators of performance.
- Satisfactory (2) Student-teacher candidate *sometimes and adequately* demonstrates indicators of performance.
- Unsatisfactory (1) Student-teacher candidate *rarely or never and inappropriately or superficially* demonstrates indicators of performance. ¹
- Non-applicable (0) Criterion was non-applicable to the lesson.

Lesson Planning

States appropriate performance outcomes in planning for student learning	Rating _____
Incorporates media and materials appropriate to the stated objective	Rating _____
Knows and uses subject matter appropriate for the grade level	Rating _____
Reveals independent thinking, reflection, and creativity	Rating _____
Has work prepared on time	Rating _____
Comments:	

Teaching/Adjusting the Lesson

Relates each lesson to prior knowledge	Rating _____
Relates each lesson to appropriate goals of the student	Rating _____
Presents the lesson logically	Rating _____
Follows classroom procedures which help students achieve the lesson outcomes	Rating _____
Introduces lessons by indicating what is expected and how it will be assessed in a clear, concise form	Rating _____
Incorporates student knowledge and skills to facilitate learning	Rating _____
Gives prompt feedback to the students	Rating _____
Uses appropriate vocabulary	Rating _____
Generally has an introduction and beginning lesson motivation to get the students focused	Rating _____
Generally has a closure to effectively wrap up the lesson	Rating _____
Comments:	

Classroom Management

Gives clear and explicit directions Rating _____

Evidences guidelines or consistency in maintaining control in the classroom Rating _____
Shows respect for students' feelings Rating _____

Encourages group interaction in the classroom Rating _____
Makes clear explanation of assignments, rules, and methods of assessment Rating _____
Establishes communication with parents (if necessary) Rating _____
Comments:

Applying Differential Instruction

Uses instructional procedures that help individual students who are having difficulty in basic skills Rating _____
Assesses individual student needs using previous scores from classroom performances Rating _____
Responds to student needs with appropriate materials and level of instruction Rating _____
Comments:

Evaluating Intended Outcomes

Uses appropriate evaluation/assessment devices Rating _____
Has a plan for assessing student progress Rating _____
Communicates with students how they will be evaluated/assessed Rating _____
Comments:

Corrective Teaching

Uses the results of tests and daily work to determine the need for corrective teaching Rating _____
Uses alternative instructional materials and strategies needed for corrective teaching Rating _____

Note 1. These are the categories and criteria for rating used in PDE-430.

Comments:

General Comments (Use reverse side if necessary):

STUDENT-TEACHER SIGNATURE

DATE

COOPERATING TEACHER SIGNATURE

DATE

FIELD EXPERIENCE REQUIREMENTS FOR EDUC 220 ECE 420

Dr. Hazlett

Reference the "Handbook for Field Experiences – Thiel College Education Department"

You are to complete 5 hours of field experiences during this semester. A signed and completed field experience log must be submitted when your field experience has been completed.

Required Activities:



Maintain a typewritten log of your field experience hours noting the dates and times of your visits to include your personal reflections. This is to be submitted when your field experience is completed.

Interview a technology coordinator, technology instructor or Classroom for the Future Coach. Use this contact to plan 5 meaningful hours of classroom observation of teachers using technology to increase student learning.

Additional Guidelines:

- Transportation to and from the school is the student's responsibility. Also, all clearances and TB tests need to be up-to-date in order for students to go into the schools. Copies of these documents will need to be taken to the school on your first day of observation.
- Students are to maintain confidentiality in all field experience opportunities. Student names and classroom happenings should not be discussed with people that are not directly involved in the classroom. Therefore, any sharing of information within the Thiel classroom setting should not contain names or any other identifying information.
- If you will be unable to make a scheduled session, it is your responsibility to communicate that with the professor and the teacher in a timely manner. (Not 15 minutes before you are to be there!)
- Dress, communications and actions will be professional at all times! You are a representative of Thiel College and its Education Department – make sure not to embarrass anyone! Conduct yourself as a teacher!

ECE 420 EDUC 220

STUDENT WIKIS

<http://kristenfedder.wikispaces.com/>

<https://skeboemily.wikispaces.com/>

<http://wingardduncan.wikispaces.com/All+About+Me>

<http://allenkuechenmeister.wikispaces.com/>

<https://danielnolte.wikispaces.com/>

<https://katelyndowney.wikispaces.com/>

<https://darerickslater.wikispaces.com/About+Me>

<https://elliottbeach3.wikispaces.com/>

<http://nicjones.wikispaces.com/>

<http://kenadyhubbard.wikispaces.com/>

<http://kyledougherty.wikispaces.com/>

<http://kayleenmeardith2.wikispaces.com/About+Me>

<http://jessicadailey.wikispaces.com/>

<https://missmorganwhite.wikispaces.com/>



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Webinars

Technical Assistance

User Manuals

Thiel College
Traditional Program

2015 Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Thiel College
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Pennsylvania

Address: 75 College Avenue

Greenville, PA, 16125

Contact Name: Ms. Nancy Castor
Phone: 724-589-2065
Email: NCastor@thiel.edu

Is your Institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/ol/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood Education PreK-4	No
Secondary Education History	No
Secondary Education Chemistry	No
Secondary Education English	No
Secondary Education Math	No
Secondary Education Physics	No
Special Education Biology	No
Special Education PreK-8	No
Total number of teacher preparation programs: 8	

Section I.b Admissions

Other 48 College Credits and Pass all 3 PAPA/CORE exams and a 3.0 GPA

Does your initial teacher certification program conditionally admit students?

Yes

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

www.thiel.edu

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

In order to be formally admitted into the Education program, a student must have taken at least 48 college credits, have a 3.0 GPA, and have passed all 3 PAPA or CORE exams.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.68

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.65

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported

Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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 2013-14:	12
Unduplicated number of males enrolled in 2013-14:	4
Unduplicated number of females enrolled in 2013-14:	8

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	12
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	190
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	58
Number of students in supervised clinical experience during this academic year	49

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

Teacher candidates follow the state mandated clock hour and competency requirements for all field experience

Section I.e Teachers Prepared by Subject Area

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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	4
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	

Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14 11

2012-13 22

2011-12 15

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

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

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

Academic year 2013-14

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

n/a

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

Each semester, the Education Department Chair speaks to all Math majors in the Math Department, encouraging them to consider adding education courses to their course of study in order to obtain their PA Secondary Math teaching certification.

Provide any additional comments, exceptions and explanations below:

Goal is appropriate based on the interests of the incoming freshmen and inquiry data.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Goal is appropriate based on the interests of the incoming freshmen and inquiry data.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each Institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

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

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

Academic year 2013-14

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

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Goals were appropriate based on the interests of the incoming freshmen and inquiry data.

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

n/a

Provide any additional comments, exceptions and explanations below:

Each semester, the Education Department Chair speaks to all Science majors in the Science Department, encouraging them to consider adding education courses to their course of study in order to obtain their PA Secondary teaching certification in their area of science specialty.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Goal has been lowered due to the decrease of interested students. Therefore, we project a more realistic goal for the future by lowering the number

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each Institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

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

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

Academic year 2013-14

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

Yes

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

n/a

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

The Education Department is working closely with the Thiel College Admissions Department to develop new strategies to attract students interested in a Special Education degree

Provide any additional comments, exceptions and explanations below:

Goal is appropriate based on the interests of the incoming freshmen and inquiry data.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

20

Provide any additional comments, exceptions and explanations below:

Goal is appropriate based on the interests of the incoming freshmen and inquiry data.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

20

Provide any additional comments, exceptions and explanations below:

Thiel College's total enrollment numbers have been declining in recent years.

Section II 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. (S205(a)(1)(A)(ii), S206(a))

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

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

Academic year 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Several education courses provide training in the above stated areas. Students are also required to be out in the field for at least 190 hours prior to student teaching. School has implemented the mandated 9 and 3 courses. The 9 credits required for special education training were implemented for all Education students during the 2010-2011 school year. The 3 credits for training in providing instruction to limited English proficient students was implemented during the Spring 2013 semester.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	16	178	14	88
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS503B - ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ET5511 - FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	16	168	15	94
ET5511 - FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
ESPO001 - PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	4			
ESPO002 - PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	4			
ESPO003 - PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	4			
ESPO006 - PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO007 - PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO008 - PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO011 - PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESPO012 - PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ETS5265 - PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	20	180	20	100
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	11	180	11	100
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	4			
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	20	178	20	100
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	11	179	11	100
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	4			
	9			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	20	176	20	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	11	179	10	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	10	10	100
All program completers, 2012-13	21	19	90
All program completers, 2011-12	12	11	92

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

Technology is incorporated into many courses of the program. The ISTE and NETS-T standards are incorporated into the technology courses. Universal design for learning is incorporated throughout the coursework at Thiel. Students are required to use technology within their lesson planning and use data to drive their decision making. Assessment scores are used as well to drive lesson and unit planning. By the end of their coursework students will be able to: Be familiar with the ISTE and NETS-T standards, demonstrate an understanding of the social, ethical, legal and human issues in dealing with technology - Students will prepare and present an e-portfolio - Students will prepare and teach standards-based lessons using technology - Implement Kidspiration and Inspiration into their lessons - Become familiar with technology products used by local regional school districts (such as NetTrekker, Smart Board and Study Island) - Become familiar with PA Intermediate Unit concept and it's various support features including assistive technology and principles of universal design for learning.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes

Yes

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

The education department at Thiel College has created a special education program which has been approved by PDE, and complies with all of their mandates and competencies. The special education courses students must take teach them how to effectively educate students with disabilities, how to be a productive member of the IEP team, and how to meet the needs of students that are English Language Learners. All courses contain practical measures which are linked to real-world examples. All professors teaching these courses have or currently do teach in the special education setting. In addition, students are required to complete over 190 hours of experience out in the school-setting prior to student teaching. This "clinical experience" allows a student to see first-hand how to instruct and meet the needs of all learners. By aligning the coursework with practical experience, students will be prepared to properly educate students of all ability-levels.

Does your program prepare special education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares 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.

The education department at Thiel College has created a special education program which has been approved by PDE, and complies with all of their mandates and competencies. The special education courses students must take teach them how to effectively educate students with disabilities, how to be a productive member of the IEP team, and how to meet the needs of students that are English Language Learners. All courses contain practical measures which are linked to real-world examples. All professors teaching these courses have or currently do teach in the special education setting. In addition, students are required to complete over 190 hours of experience out in the school-setting prior to student teaching. This "clinical experience" allows a student to see first-hand how to instruct and meet the needs of all learners. By aligning the coursework with practical experience, students will be prepared to properly educate students of all ability-levels.

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2013-14

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