KY

University of Kentucky Lexington
Traditional Report AY 2017-18
Kentucky

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture (5-12)	No	
Art (P-12)	No	
Biological Science (8-12)	No	
Chemistry (8-12)	No	
Chinese (P-12)	No	
Earth Science (8-12)	No	
Elementary Education	No	
English (8-12)	No	
French (P-12)	No	
German (P-12)	No	
Health (P-12)	No	
Integrated Music (P-12)	No	
Interdisciplinary Early Childhood Education	No	
Japanese (P-12)	No	
Latin (P-12)	No	

Total number of teacher preparation programs: 28

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Learning and Behavioral Disorders (P-12)	No	
Mathematics (8-12)	No	
Middle Grades English and Communications (5-9)	No	
Middle Grades Mathematics (5-9)	No	
Middle Grades Science (5-9)	No	
Middle Grades Social Studies (5-9)	No	
Moderate and Severe Disabilities (P-12)	No	
Physical Education (P-12)	No	
Physics (8-12)	No	
Russian (P-12)	No	
Social Studies (8-12)	No	
Spanish (P-12)	No	
Visual Impairments	No	
Total number of teacher preparation programs: 28		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

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

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

Admissions

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

Other

If Other, please specify:

The time for admission depends on the program; whether, for example, it is an UG or GRAD program.

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

- ○ Yes
- ● No

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

http://education.uky.edu/AcadServ/content/admission-tep

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

Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

Element	Required for Entry	Required for Exit
Transcript	● Yes ○ No	● Yes ○ No

Element	Required for Entry	Required for Exit
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
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:	○ 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.)

2.75

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

3.49

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

2.75

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

3.58

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

Postgraduate Requirements

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

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

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

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

2.75

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

3.77

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

2.75

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

4

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

When we say that there are not a specific minimum number of courses required for the post graduate programs, it is a little misleading, as the applicants do need a completed Bachelors degree to be admitted. For the question related to Essay or personal statement required for graduation.... all of our Post Graduate Programs do require a portfolio demonstration as a condition for completion.

Supervised Clinical Experience

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

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	233
Average number of clock hours required for student teaching	455
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	27
Number of students in supervised clinical experience during this academic year	713

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

The Kentucky EPSB Regulation 16 KAR 5:040 (Section 3) requires that each teacher education candidate must complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings prior to admission to Student Teaching. According to EPSB rules, all Field Experience Assignments and activities must take place within the context of a professional (or pre-professional) education course The University of Kentucky Professional Education Unit maintains electronic records of all candidates' field experience activities using the UK OTIS online portfolio system. The UK OTIS Field Experience Tracking Module is the official tool used by UK to confirm that all candidates enrolled in student teaching have fulfilled the field experience hours requirement as specified in 16 KAR 5:040. The courses, field experience activities, assignments and procedures described in this policy document ensure that each candidate is able to demonstrate compliance with the field experience-hour requirement. Diversity of Sites Across all P12 Levels in the Required 200 Hours The Field Experience Activities and Assignments will be in diverse, approved settings at the elementary, middle and secondary levels, and will be apportioned over the following categories of activities and skills: Field Experience Categories for the Required 200 Hours Field Experience Category 1: Observe instruction in school and non-school environments including Family Resource Centers or Youth Service Centers. (EPSB Category B) Field Experience Category 2: Participate with and assist a teacher or instructor carrying out educational activities in public school and other school-like settings. (EPSB Category G) Field Experience Category 3: Work with individuals (tutoring), small groups, or large groups of students in educational activities. (EPSB Category C) Field Experience Category 4: In consultation with a teacher or instructor, plan, implement, and assess instruction. (The extent of the activity will be determined by the course objectives as indicated in the syllabus.) (EPSB Category C) Field Experience Category 5: Observe school board and site based council meetings (EPSB Category E) Field Experience Category 6: Participate in Professional Learning Community with Teachers and Professional Development Activities in a school or school district. (EPSB Category F) Field Experience Category 7: Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc. (EPSB Category D) Learner Characteristics Parameters for Focusing the Required 200 Hours The Field Experience Activities and Assignments developed by each UK Educator Preparation Program Faculty will provide candidates the opportunity to focus attention on the characteristics of learners. In each of the field experience assignments, candidates will develop skill in recognizing and attending to the following learner parameters: Learner Parameter 1: English language learners Learner Parameter 2: Learners with special needs or disabilities Learner Parameter 3: Ethnic groupings (in particular candidates must be alert for becoming familiar with at least two ethnic groupings other than one's own.) Learner Parameter 4: Gender groupings Learner Parameter 5: Socio economic groupings Use of the OTIS Online Electronic Portfolio System for Recording Journal Data Reports The UK OTIS Online Electronic portfolio system is used by faculty and students in all UK educator preparation programs to manage candidates' documentation of meeting required standards and completing required field experience activities. All candidates are expected to have an OTIS account. For each professional education course in which field experience activities are required, instructors will have created a profile of field experience expectations. From this profile, one or more field placements are made so that the candidates can carry out their field experience activity assignments. Candidates will use their OTIS account to document their field experience activities. This includes the number of hours spent in the field experiences. In total, the number of hours recorded in OTIS must be at least 200. At the end of each field experience activity candidates will record information directly into a Journal Data Report (JDR) in OTIS. The Journal Data Reports encompass the various categories, educational levels, and attention to learner characteristics associated with the field experience activity, as required in 16 KAR 5:040. If products resulted from the completion of field experience activity assignments, candidates will use OTIS to upload electronic products (artifacts). By the end of a professional education course, candidates should have a complete record of their field experience activities in their OTIS account, including the JDR data, the required artifacts that resulted from the field experience activities, and an accurate accounting of the number of field experience hours completed. OTIS makes available a variety of reports that

summarize, by course, the data that candidates have recorded for field experience activities during the semester. These can be used by candidates, course instructors, and program faculty to review the candidate's record of activities and performance in field experience activities.

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	427
Unduplicated number of males enrolled in 2017-18	90
Unduplicated number of females enrolled in 2017-18	336

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

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	13

2017-18	Number Enrolled
Race	
American Indian or Alaska Native	1
Asian	5
Black or African American	13
Native Hawaiian or Other Pacific Islander	1
White	351
Two or more races	5

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	113
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	27
13.1210	Teacher Education - Early Childhood Education	8
13.1205	Teacher Education - Secondary Education	41
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	14
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	21
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	13
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1319	Teacher Education - Technical Education	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	6

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	2
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	1
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	113
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	27
13.1210	Teacher Education - Early Childhood Education	8
13.1205	Teacher Education - Secondary Education	

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	14
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	21
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	6

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
45.01	Social Sciences	
11	Computer and Information Sciences	
45.02	Anthropology	
45.06	Economics	
12	Personal and Culinary Services	
14	Engineering	
45.07	Geography and Cartography	
45.10	Political Science and Government	2
16	Foreign Languages, Literatures, and Linguistics	4

CIP Code	Academic Major	Number Prepared
19	Family and Consumer Sciences/Human Sciences	
45.11	Sociology	1
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	12
25	Library Science	
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	8
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	4
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
40.04	Atmospheric Sciences and Meteorology	
45	Social Sciences	
40.05	Chemistry	3
46	Construction	
47	Mechanic and Repair Technologies	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	6
50	Visual and Performing Arts	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	3
99	Other Specify: STEM Teacher Education, Music Performance	25

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

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

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

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

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

Program Completers

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

2017-18	272
2016-17	251
2015-16	298

SECTION II: ANNUAL GOALS

Annual Goals

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

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

THIS PAGE INCLUDES:

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

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

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

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

10

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

- (●) **Yes**
- ( ) **No**
- ( ) **Not applicable**

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

The program chair met personally with all potential students, including those identified through the admissions office, who contacted them regarding the program and mapped out a plan for achieving their goal of becoming a mathematics teacher. The website was updated for the program to provide more accurate information. Mathematics Education faculty regularly met with university advisers across campus to identify students who might be interested in pursuing teaching.

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

Develop a more flexible MAT option for the students – focused on STEM education, contains industry and business connections, and part time and full time options. Work with Educators Rising program to develop a partnership program.

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

We surpassed that goal by having a total of 13 candidates in the program during this academic year: 8 MIC candidates (graduate) and 5 STEM PLUS candidates (undergraduate). Separately, it needs to be noted that we had a total of 6 candidates seeking physics certification during this academic year: 2 graduates and 4 undergraduates. As a result, we were to submit an application for UK to be recognized for PhysTEC's (Physics Teacher Education Coalition) '5+ Club' (https://www.phystec.org/the5plus/). The 5+ Club recognizes institutions that have certified 5 or more individuals to teach physics in a single academic year. If our application is excepted, this would be a great honor for the Physics and STEM Education Departments. This was the final year of Noyce funding for our graduate teacher preparation program. We were able to provide partial funding to two of our MIC science candidates. We are already experiencing challenges recruiting for our next cohort because of the loss of this funding. (See additional comments under 2018 – 2019). As will also be noted in that section, we have attained Noyce scholarship funding for our STEM PLUS program that will hopefully balance out some of those losses. In response to concerns discussed in previous reports, we did establish a flexible pathway through the MIC program. This allows candidates to complete the program in two years instead of the one-year traditional route. We are hoping that this might appeal to individuals who are career changers and want to continue to work while completing the program. There are additional things that we are doing to help address the challenges of recruiting people into this program. The first is that I served as an internal evaluator of the STEMCats program at UK. STEMCats is a program housed in the Department of Biology and intended to increase retention of students in STEM majors. It involves a number of different components; among these is an early college experience in the summer before students begin their freshmen year (Fast Track), along with a mentoring program. I believe these components can be 'tapped into' in order to provide familiarity of students with both our STEM PLUS and MIC programs. I will be speaking with students in the Fast Track program next summer and will continue to connect with upper classman who serve as mentors in the years to come. Additionally, the STEM Education Department submitted a proposal to create a new MAT in Secondary STEM Education degree. The existing MIC degree that leads to certification in math and science would no longer be used. The idea for this program had been in the initial plan for the STEM Ed Dept but had not been enacted for several reasons. This program has gone through several levels of evaluation at UK, needing only to pass through University Senate and through the Board of Trustees at this point. It would begin in the fall of 2018. We believe that it has several unique and powerful features that will make it an appealing program. Included in these are summer research experiences / externships, opportunities to teach in informal STEM environments, school-embedded methods courses, and a dedicated assessment course. Hopefully, the strength of this new program will enhance recruiting into it. However, it may take a year or two before we have been able to fully communicate these strengths to potential candidates.

Academic year 2018-19

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

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

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

10

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

As noted in our comments under 2017 – 2018. The Noyce funding for our MIC secondary program ended this academic year, thus we have no funding for next year. Currently, there are only 5 candidates that have been admitted to the MIC science program for next year, and only a couple of leads for additional candidates. The loss of the Noyce funding will adversely affect our efforts to get additional candidates. Hopefully, this will be countermanded by the fact that we have been recommended for funding for our undergraduate teacher prep program (STEM PLUS) and that funding will begin next year. Unfortunately, since that funding just became available and individuals cannot be accepted into it until the spring of their sophomore year, there will be a time lag in seeing increases in the STEM PLUS numbers. It will not likely be seen for another year or two. Another difficulty is the negative news occurring in the state and in the country around the profession of teaching. Kentucky has been wrestling with insufficient funding of the program that provides teacher pensions, and the solutions to that problem offered by the current administration have been unacceptable to the teachers. This has lead to a couple of 'sick outs' in the state, where teachers district-wide call in sick as a form of protest. There have also been protests at state capitals in KY, Arizona, Oklahoma, and West Virginia. Every candidate with whom I have spoken is well aware of these protests and the issues behind them, and it is clearly affecting their views of teaching as a viable career option. Finally, as noted in the previous section, we are in the process of creating a new MAT in Secondary STEM Education program, so that the MIC program certifying math and science candidates will not be in use. We are still working that program through the review process at the university level, and it will clearly not be approved until May or June. As such, we are unable to create recruiting materials for it. This will hamper our efforts to get individuals to consider the program for at least a year. In the meantime, we are focusing on the STEM PLUS program, and using the new Noyce grant to begin recruiting candidates into that program.

Academic year 2019-20

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

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

4

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

After several years of having between 8 and 12 candidates in our graduate program, and 3 – 6 candidates in our undergraduate program, this year (2018 – 2019), our two programs had a total of 5 candidates that will receive certification. The situation next year is worse: We currently have 3 candidates enrolled in our graduate program and 0 candidates enrolled in our undergraduate program. This drastic decline despite the fact that we have a scholarship program to support the undergraduate program and created a new and stronger graduate program – and despite the fact that we have recruited harder over the last couple of years than we have my entire time at UK. Last summer, I went into the FastTrack biology and chemistry programs and talked about the benefits of both programs and about the financial support available for the undergraduate program. Myself or one of the other STEM Ed faculty associated with our programs has attended at least one major recruiting event every month this past year. However, no amount of recruiting or financial support is going to matter in a climate where teaching is viewed as an undesirable professional choice. The state and national protests that occurred last spring – a result of the policy stances adopted by various state legislatures – is making teaching an unappealing career option. Despite a meeting that I attended two years ago in which a high-ranking figure in Frankfort talked about the importance of STEM education, various policies in KY are depleting the STEM educator talent pool. UK is not the only university that has seen decreases in its teacher prep programs in general and within STEM education in particular; I have talked to colleagues across the state and across the nation, and it is approaching a state and national crisis. From May 6-8, I will be attending a national conference on STEM teacher recruitment and retention that has been organized because of the dire nature of this situation. We already don't have the numbers needed to meet even the local need for science / STEM teachers. There is only so much that we at the university level can do – and I believe we are doing it. It is time for policy makers at the state and national level to step up and do their part to turn this situation around.

Annual Goals - Science

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

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

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

Academic year 2017-18

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

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

10

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

- [x] Yes
- [ ] No
- [ ] Not applicable

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

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

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

We surpassed that goal by having a total of 13 candidates in the program during this academic year: 8 MIC candidates (graduate) and 5 STEM PLUS candidates (undergraduate). Separately, it needs to be noted that we had a total of 6 candidates seeking physics certification during this academic year: 2 graduates and 4 undergraduates. As a result, we were to submit an application for UK to be recognized for PhysTEC's (Physics Teacher Education Coalition) '5+ Club' (https://www.phystec.org/the5plus/). The 5+ Club recognizes institutions that have certified 5 or more individuals to teach physics in a single academic year. If our application is excepted, this would be a great honor for the Physics and STEM Education Departments. This was the final year of Noyce funding for our graduate teacher preparation program. We were able to provide partial funding to two of our MIC science candidates. We are already experiencing challenges recruiting for our next cohort because of the loss of this funding. (See additional comments under 2018 – 2019). As will also be noted in that section, we have attained Noyce scholarship funding for our STEM PLUS program that will hopefully balance out some of those losses. In response to concerns discussed in previous reports, we did establish a flexible pathway through the MIC program. This allows candidates to complete the program in two years instead of the one-year traditional route. We are hoping that this might appeal to individuals who are career changers and want to continue to work while completing the program. There are additional things that we are doing to help address the challenges of recruiting people into this program. The first is that I served as an internal evaluator of the STEMCats program at UK. STEMCats is a program housed in the Department of Biology and intended to increase retention of students in STEM majors. It involves a number of different components; among these is an early college experience in the summer before students begin their freshmen year (Fast Track), along with a mentoring program. I believe these components can be 'tapped into' in order to provide familiarity of students with both our STEM PLUS and MIC programs. I will be speaking with students in the Fast Track program next summer and will continue to connect with upper classman who serve as mentors in the years to come. Additionally, the STEM Education Department submitted a proposal to create a new MAT in Secondary STEM Education degree. The existing MIC degree that leads to certification in math and science would no longer be used. The idea for this program had been in the initial plan for the STEM Ed Dept but had not been enacted for several reasons. This program has gone through several levels of evaluation at UK, needing only to pass through University Senate and through the Board of Trustees at this point. It would begin in the fall of 2018. We believe that it has several unique and powerful features that will make it an appealing program. Included in these are summer research experiences / externships, opportunities to teach in informal STEM environments, school-embedded methods courses, and a dedicated assessment course. Hopefully, the strength of this new program will enhance recruiting into it. However, it may take a year or two before we have been able to fully communicate these strengths to potential candidates.

Academic year 2018-19

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

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

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

10

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

As noted in our comments under 2017 – 2018. The Noyce funding for our MIC secondary program ended this academic year, thus we have no funding for next year. Currently, there are only 5 candidates that have been admitted to the MIC science program for next year, and only a couple of leads for additional candidates. The loss of the Noyce funding will adversely affect our efforts to get additional candidates. Hopefully, this will be countermanded by the fact that we have been recommended for funding for our undergraduate teacher prep program (STEM PLUS) and that funding will begin next year. Unfortunately, since that funding just became available and individuals cannot be accepted into it until the spring of their sophomore year, there will be a time lag in seeing increases in the STEM PLUS numbers. It will not likely be seen for another year or two. Another difficulty is the negative news occurring in the state and in the country around the profession of teaching. Kentucky has been wrestling with insufficient funding of the program that provides teacher pensions, and the solutions to that problem offered by the current administration have been unacceptable to the teachers. This has lead to a couple of 'sick outs' in the state, where teachers district-wide call in sick as a form of protest. There have also been protests at state capitals in KY, Arizona, Oklahoma, and West Virginia. Every candidate with whom I have spoken is well aware of these protests and the issues behind them, and it is clearly affecting their views of teaching as a viable career option. Finally, as noted in the previous section, we are in the process of creating a new MAT in Secondary STEM Education program, so that the MIC program certifying math and science candidates will not be in use. We are still working that program through the review process at the university level, and it will clearly not be approved until May or June. As such, we are unable to create recruiting materials for it. This will hamper our efforts to get individuals to consider the program for at least a year. In the meantime, we are focusing on the STEM PLUS program, and using the new Noyce grant to begin recruiting candidates into that program.

Academic year 2019-20

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

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

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

4

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

After several years of having between 8 and 12 candidates in our graduate program, and 3 – 6 candidates in our undergraduate program, this year (2018 – 2019), our two programs had a total of 5 candidates that will receive certification. The situation next year is worse: We currently have 3 candidates enrolled in our graduate program and 0 candidates enrolled in our undergraduate program. This drastic decline despite the fact that we have a scholarship program to support the undergraduate program and created a new and stronger graduate program – and despite the fact that we have recruited harder over the last couple of years than we have my entire time at UK. Last summer, I went into the FastTrack biology and chemistry programs and talked about the benefits of both programs and about the financial support available for the undergraduate program. Myself or one of the other STEM Ed faculty associated with our programs has attended at least one major recruiting event every month this past year. However, no amount of recruiting or financial support is going to matter in a climate where teaching is viewed as an undesirable professional choice. The state and national protests that occurred last spring – a result of the policy stances adopted by various state legislatures – is making teaching an unappealing career option. Despite a meeting that I attended two years ago in which a high-ranking figure in Frankfort talked about the importance of STEM education, various policies in KY are depleting the STEM educator talent pool. UK is not the only university that has seen decreases in its teacher prep programs in general and within STEM education in particular; I have talked to colleagues across the state and across the nation, and it is approaching a state and national crisis. From May 6-8, I will be attending a national conference on STEM teacher recruitment and retention that has been organized because of the dire nature of this situation. We already don't have the numbers needed to meet even the local need for science / STEM teachers. There is only so much that we at the university level can do – and I believe we are doing it. It is time for policy makers at the state and national level to step up and do their part to turn this situation around.

Annual Goals - Special Education

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

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

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

Academic year 2017-18

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

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

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

30

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

- [x] Yes
- [ ] No
- [ ] Not applicable

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

We added 31 teachers to the field (3 Learning and Behavior Disorders, 18 in Moderate/Severe Disabilities, 10 in Visual Impairments)

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:

1. The new SPED certification program was implemented in the Fall semester of 2017. This combined the LBD and MSD programs into one dual certification program. We have had a lot of interest (i.e., we have 38 students enrolled in courses to put them on track to apply to our SPED TEP program in Fall 2018. That is more students than we have placements). 2. The special education program is finishing out the existing students in the stand alone LBD program and the stand alone MSD program 3. We received a no-cost extension for the personnel preparation grant to finish funding three Alternative Certification students 4. The VI program has continued recruiting students 5. The VI program has begun the process of creating an orientation and mobility program. In order to offer this program, the Kentucky Education Professional Standards Board will need to create a new teaching certificate in TVI. The VI program faculty are working closely with the standards board to accomplish this goal. 6. The Special Education Program faculty has been actively experimenting with the use of remote observation technology to supervise students in rural school districts. A pilot project to substitute remote supervision for some on-site supervision was approved by the standards board.

Academic year 2018-19

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

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

33

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

1. The new dual certification (LBD/MSD) SPED program was implemented in the Fall semester of 2017. We currently have more students interested than we have space for 2. One new personnel preparation grant was funded by the Office of Special Education Programs to fund Masters students who would mentor Alternate Certification students. This should help retain those scholars thru program completion. This grant will start Spring 2018. 3. The TVI program anticipates the new program in Orientation and Mobility to be approved and running by Fall 2019.

Academic year 2019-20

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

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

46

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

The SPED program can only take 20 students per year because of available field placements. We currently have more interest in the program than

space; the VI program is likely reaching capacity. The O&M program should have students enrolled during this academic year.

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

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

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

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

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

- ○ Yes
- ○ No
- ○ Not applicable

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

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:

The University of Kentucky does not have an initial preparation program for Teachers of English as a Second Language. A program that will qualify currently certified teachers to be teachers of English as a second language in public schools was approved by the Education Professional Standards Board in the Fall of 2017. Because this program is not an initial preparation program, the candidates will not appear in the annual Title 2 report.

Academic year 2018-19

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

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

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

6

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

These students are in varied places in their graduate programs. All of these students are in the MATWL program for initial certification. They will then complete the TESL Program and ESL Endorsement Program and apply for their ESL Certification. We expect these students to finish either in Summer or Fall, 2019.

Academic year 2019-20

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

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

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

2

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

We expect 1-2 new students to enroll in this program for 2019-20. However, this number typically increases after MATWL (Master of Arts in Teaching World Languages) students begin their course of study in summer.

Assurances

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

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

- (●) **Yes**
- ( ) **No**

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

- (●) **Yes**
- ( ) **No**

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

- (●) **Yes**
- ( ) **No**
- ( ) **Program does not prepare special education teachers**

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

- (●) **Yes**
- ( ) **No**

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

- (●) **Yes**
- ( ) **No**

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

Section 2 Assurances for Teacher Preparation Strategies Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances. (1) Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. (2) Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. (3) Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. (4) Prospective general education teachers are prepared to provide instruction to students with disabilities. (5) Prospective general education teachers are prepared to provide instruction to limited English proficient students. (6) Prospective general education teachers are prepared to provide instruction to students from low-income families. (7) Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Describe your institution’s most successful strategies in meeting the assurances above: Response provided for the Spring, 2016 Title II Report related to describing UK’s most successful strategies in meeting the assurances expectations. (Section II Assurances) 1. UK’s model for Clinical Practices and School Partnerships ensures that all students have an opportunity to engage P12 education in diverse settings, including urban, town, and rural, and at all three levels. Candidates are required to account for their work in all required settings. 2. All UK regular education candidates are required to complete at least 6 hours coursework related to special education that prepares them to work effectively with special needs children. Candidates learn to identify current practices of meeting the needs of exceptional learners, including evaluation, identification, placement issues, and teacher’s roles, and learn to identify primary characteristics of each category of disability and describe its impacts on learning. 3. UK makes full use of the New Teacher Survey which is managed by the Education Professional Standards Board. This survey provides a great deal of information as to the perceived strengths and weaknesses of candidates, as indicated by principals, cooperating teachers and teacher internship mentor teachers. 4. UK makes use of the Higher Education Feedback Report provided by the Kentucky Center on Education and Workforce Statistics. This report provides UK with a wide range of information, including information related to the districts where candidates are employed. 5. All of the UK Educator Preparation Programs are clinically based, and require candidates to complete at least two hundred hours of field experiences. All field experiences are tagged by a variety of characteristics of the learners encountered in the field experiences, and candidates engage in ongoing reflections of the relationship of practice to characteristics of schools and learners. 6. Each EPP at UK is governed by a Program Faculty, which is made up of professional educators, content specialists, cooperating teachers, administrators and students. The Program Faculties are responsible for all aspects of program management, assessment, and development. Because each faculty includes partners from cooperating schools and school districts, each preparation program is grounded in the issues of importance in the schools. 7. The UK College of Education maintains a website with extensive documentation of each educator preparation program. This documentation includes syllabi, information about faculty, documentation of required assessments, documentation of the use of data for program improvement, documentation of the program clinical model, and other information. This website is designed to ensure active development of each program. 8. EPPs at the University of Kentucky all utilize the Unit’s Online Portfolio Management System (OTIS), which integrates all of the above components into each candidate’s professional education program. The OTIS system is accessed by candidates, professors, advisors, and P12 partners as a mechanism to ensure that candidates are making progress towards achieving all of the standards sets required for effective practice as a beginning teacher. OTIS provides a transparent mechanism by which to evaluate how well candidates are achieving the many goals of the program. 9. Each EPP makes provision for candidates to have opportunities to work with students, families, and community in low income environments.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

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 (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2015-16	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0700 -AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	12	171	10	83
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	179	20	95
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	111	182	110	99
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	99	181	98	99
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	113	179	112	99
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	176	37	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	171	18	82
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	13	175	13	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	111	172	107	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	99	173	98	99
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	99	171	97	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	182	38	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	169	17	89
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	9			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	111	172	106	95
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	99	171	98	99
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	102	171	100	98
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	172	37	97
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	168	18	95
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	111	168	103	93
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	100	165	97	97
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	100	167	98	98
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	39	168	37	95
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	12	180	12	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	15	180	15	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	14	179	14	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	10	179	9	90
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0600 -LATIN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	14	168	13	93
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	169	11	92
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	14	181	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	13	161	11	85
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	18	171	17	94
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	19	173	19	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	24	173	23	96
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	10	174	9	90
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	172	10	77
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	32	177	32	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2016-17	13	179	13	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	25	175	25	100
ETS0523 -PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	78	178	78	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	91	179	91	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	90	179	88	98
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	26	178	26	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	24	175	23	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	117	177	117	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	109	176	108	99
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	169	177	169	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2016-17	13	176	13	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	13	173	13	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	18	181	18	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2016-17	11	175	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2015-16	17	179	17	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	18	169	18	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	20	168	20	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	16	167	15	94
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	261	247	95
All program completers, 2016-17	245	240	98
All program completers, 2015-16	341	326	96

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

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

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

Low-Performing

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

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

- (●) Yes
- ( ) No

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

- [x] State
- [x] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

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

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

THIS PAGE INCLUDES:

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   Teacher education candidates at the University of Kentucky are prepared to integrate technology into curricula and instruction and to use technology to collect, manage, and analyze data for the purpose of improving teaching and learning. The EPP Unit continuous assessment process requires candidates to provide evidence of their ability to demonstrate mastery of the Kentucky Professional Teacher Standards, which are a variant of the InTASC teaching standards. The use of a wide range of technologies to accomplish instructional goals is woven throughout the standards. Each program is required to provide documentation of where/how candidates address all of the standards, including the appropriate use of technology. Candidates also must demonstrate mastery of the six UK College of Education technology standards. Candidates develop units and lessons that include the use of technology in their teaching and also provide evidence of their use of technology tools in the work of their P-12 students. The EPP closely integrates use of the OTIS Online Portfolio Management System with all EPP programs. The OTIS system is the primary mechanism for verifying that candidates have met required standards. Through artifacts, reflections, observations, and records of participation in clinical experiences, candidates and faculty are able to ensure that candidates are able to integrate technology into the design and delivery of instruction, to use data in the design and assessment of instruction, and to follow the principles of universal design for learning. All initial preparation programs also include the development and delivery of a capstone project, which includes a complete instructional unit. Design and delivery of this project includes a pre/post assessment of student learning outcomes. Candidates integrate the use of technology into all aspects of this final capstone project, including the use of data for planning and assessing individualized learning experiences, following the principles of universal design. All candidates complete at least one course that emphasizes the use of instructional technology as outlined above. For example, the course, EDC317 “Introduction to Instructional Media”

provides candidates in a variety of programs with strategies and techniques they can use in their professional education courses. (for example: Blended Instruction, where part of the educational experience is delivered through online media; which requires both technical competence and also design fundamentals that are not typically covered in educational methods courses). Another example, EDS 514 “Instructional Technology in Special Education” This course provides candidates with An overview of ways technology can be used to facilitate the education of students with disabilities. Topics include personal computer operation, personal productivity tools, instructional software evaluation and integration into the curriculum, multimedia applications, telecommunications, and emerging technologies.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

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

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

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) **Yes**
   - ( ) **No**

   b. **participate as a member of individualized education program teams**

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   The Department of Early Childhood, Special Education and Rehabilitation Counseling is actively involved in the preparation of regular education candidates to work effectively with individuals with special needs and also with other educators who work with these individuals. In the past two years, the department has made persistent efforts to work directly with EPPs that train regular educators. EDS 375 Introduction to Special Education, EDS 516 Behavior Management, and EDS 547 Collaboration and Inclusion are three courses that are taken by candidates across the unit. These courses provide regular education candidates an opportunity to learn and practice skills related to special education diagnostic categories, programming, service delivery models, career education, child advocacy, and litigation affecting public education for students with disabilities. Candidates learn to identify current practices of meeting the needs of exceptional learners, including evaluation, identification, placement issues, and teacher's roles, and learn to identify primary characteristics of each category of disability and describe its impacts on learning. Both general education and special education students are enrolled in the courses so that they have opportunities to work together prior to beginning their teaching careers. The department continues work in two areas of emphasis that reflect current realities in special needs populations; Autism Spectrum Disorders (ASD), and applied behavior analysis (ABA). Both of these areas respond to the needs of schools and communities. The Autism Center, which began seeing clients in the Fall of 2017, continues to involve EPP candidates in tools and techniques to address the needs of autistic students. A new Masters Degree in Applied Behavioral Analysis is now enrolling candidates. Faculty who teach the special needs courses for regular educators are deeply involved in the above two areas of emphasis. Candidates have the opportunity to learn from, and work with, special education faculty with strong research backgrounds in Autism and Applied Behavior Analysis. The Department also encourages faculty in both Special Education and Regular Education to engage in activities that bring together candidates from Special Education and Regular Education to emulate the collaborative relationships that should characterize multi-disciplinary teams. These simulations can occur within the context of coursework and also as a part of cooperative activities between student professional organizations. An example of how general education candidates are prepared to work with English Language Learners comes

from the Elementary Education Program. Other similar examples could be cited for other programs. Students enrolled in the Elementary Education Teacher Preparation Program are prepared for working with English Language Learners (or students who are Limited English Proficient) in multiple ways. First, Elementary Education candidates take two literacy related methods courses: EDC 329 – Teaching Reading and Language Arts, and EDC 339 – Designing a Reading and Language Arts Program for the Elementary School. In EDC 329, candidates focus on oral and written language development in a broader sense, and attention is given to how language develops in native and second languages. Candidates are also introduced to the WIDA standards (World-class Instructional Design and Assessment) in EDC 329. In EDC 339, studies go more in depth regarding how native and non-native English users develop multiple types of reading skills (phonemic awareness, phonics, fluency vocabulary, and various levels of comprehension). Attention is also devoted to the role English figurative language plays in non-native English speakers' understanding of text. WIDA standards continue to be addressed in EDC 339. In fact, in EDC 339, candidates design interdisciplinary instructional units. One section of the unit planning deals specifically with differentiation and candidates must reference specific WIDA standards in appropriate ways for accommodating ELL students within this unit. Further, the lesson plan forms require elementary education candidates to specify accommodations for learners within the classroom where they are teaching. Within this region, most classrooms include students who are non-native English speakers. One of the most impactful ways in which elementary education candidates are educated to work with students who are English Language Learners is to place them in classrooms that contain such students. These placements give Elementary Education candidates firsthand experience in working with students who are native speakers of a language other than English. It also affords them the opportunity to observe ELL instructional strategies in practice – ones they have read and learned about in their literacy methods courses. A new $2.7 million grant awarded to the University of Kentucky College of Education will assist teachers with educating children who are learning English in the classroom. Funded by the U.S. Department of Education Office of English Language Acquisition the grant will provide funding for 125 teachers from Fayette, Scott and Clark counties to participate in yearlong professional learning designed to increase teachers' expertise in teaching in culturally and linguistically diverse classrooms. Twenty-five of those teachers will earn a graduate certificate from the UK College of Education and will receive training to become school leaders who help sustain these strategies by sharing them with other teachers throughout their schools. The project will encourages continued collaboration involving literacy development across UK departments that work with preparing teachers that work with English Language Learners and will have spin-offs for all EPP candidates.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) **Yes**
   - ( ) **No**
   - ( ) **Program does not prepare special education teachers**

   b. **participate as a member of individualized education program teams**

   - (●) **Yes**
   - ( ) **No**
   - ( ) **Program does not prepare special education teachers**

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

   - (●) **Yes**
   - ( ) **No**
   - ( ) **Program does not prepare special education teachers**

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

   The Department of Early Childhood, Special Education and Rehabilitation Counseling prepares special educators to provide services to individuals with special needs and also to educators who work with these individuals. The department has initiated two areas of emphasis that reflect current realities in special needs populations; wide spectrum disorders (Autism), and applied behavior analysis. Both of these areas respond to the needs of schools and communities. The Autism Center, which began seeing clients in the Fall of 2017, continues to involve EPP candidates in tools and techniques to address the needs of autistic students. The new Masters Degree in Applied Behavioral Analysis is now enrolling candidates. Work in these areas has had a definite impact on the preparation of special educators at the initial level. The College of Education has a Center for International School Partnerships which provides opportunities for special education candidates to have access both to opportunities to visit and participate in special education programs internationally, and to interact with special educators from other countries. These emphases in the special education EPPs provide candidates with a rich and diverse set of experiences to contextualize the nature of special needs beyond local schools and school districts. The College of Education also encourages faculty in both Special Education and Regular Education to engage in activities that bring together candidates from Special Education and Regular Education to emulate the collaborative relationships that should characterize multi-disciplinary teams. These simulations can occur within the context of coursework and also as a part of cooperative activities between student professional organizations. Each special education candidate completes a series of activities that comprise a comprehensive assessment to be used for IEP development. Specifically, information gathered from these assessment activities are used to identify strengths and weaknesses of their target student, as they compare to

typically developing students of the same chronological age. The candidates complete: • A record review • A parent interview • An academic assessment • An ecological inventory • A communication profile Candidates complete assessments using direct observation, informal testing, and interviews. Candidates use information gathered from their assessments to write a present level of performance for their target student. The present level of performance includes ALL areas assessed and ALL areas on the IEP forms. Candidates use the present levels of performance to generate goals and objectives relevant to their P12 students.

Contextual Information

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

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

THIS PAGE INCLUDES:

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.

Located in Lexington in the Bluegrass Region of the Commonwealth, the University of Kentucky (UK) is a public, land grant, doctoral-granting institution designated by the Carnegie Foundation as a Research University with very high research activity. In addition to the research designation, the institution has earned recognition from Carnegie for its curricular engagement and outreach and partnerships. The mission of the University of Kentucky, as adopted by the Board of Trustees in 2009, states: The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being. In fall 2018, the University of Kentucky served more than 30,473 students with 22,477 being undergraduates. The University Of Kentucky College Of Education is committed to studying and helping to solve the most critical education and health challenges of our time. This requires us as a college to prepare the next generation of teachers, leaders and scholars to understand these issues. We have nearly 3,000 students in over 70 undergraduate and graduate programs in a wide range of fields, from teaching to rehabilitation counseling, from exercise science to sports leadership. Our graduates consistently receive top honors, and our students are taught by a breadth of experienced, well-respected, and highly-recognized faculty, who have backgrounds in a wide range of issues facing our society. UK College of Education graduates are highly regarded and enter fulfilling and impactful careers. Currently, graduates of the College work in all 50 states, the District of Columbia, and 40 countries. And while we reach far and wide, we are also committed to significantly impacting and improving the lives of Kentuckians as part of the Commonwealth's flagship, land-grant university. We serve the our communities through high-quality teaching, research, and engagement. We are very proud of our contributions to the Commonwealth of Kentucky. Our faculty and students are involved in more than $20 million in active research that directly impacts the education and well-being of Kentuckians in all 120 counties, as well as many people throughout the world. Professional education programs at the University of Kentucky are guided by the theme, Research and Reflection for Learning and Leading . The vision of the unit is to become one of the nation's best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world. The professional education unit "endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The unit fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the unit advances knowledge through research. As part of a land-grant institution, the unit prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well-being of citizens in the Commonwealth, the nation, and the world." Ninety-eight percent of unit faculty members have attained the highest degrees possible in their fields. The unit provides candidates with access to state-of-the-art technology. Each building is equipped with computer laboratories and "smart" classrooms to keep candidates and faculty in pace with the latest technological advances in education. In addition to preparing excellent teachers and school leaders, graduates have gone on to excel in numerous other professional fields The educator preparation unit of the University of Kentucky includes programs in the colleges of Arts and Sciences, Agriculture, Food and Environment, Arts and Sciences, Communication and Information, Education, Fine Arts, and Social Work that prepare professionals for careers in public education. The dean of the College of Education is the chief educator preparation officer for the UK educator preparation unit.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Gary Schroeder

TITLE:

Director, Program Documentation, Accountability and Compliance

Certification of review of submission

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

NAME OF REVIEWER:

Melody Noland

TITLE:

Interim Associate Dean for Academic Programs, Accreditation, and Planning