

KY

University of Kentucky Lexington  
Traditional Report AY 2022-23  
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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University of Kentucky

CITY

Lexington

STATE

Kentucky

ZIP

40506-0017

SALUTATION

Dr.

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

17



# Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2.75

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

Section 3E: The rule of “no grade less than C in professional education courses.” Candidates may have no grade less than C in any course defined in the program as being a part of the professional education component. Any professional education grades less than C must be retaken prior to the final clinical experience, e.g., student teaching. Section 3E.1: Special case of the rule “no grade less than C” for the Elementary Education Undergraduate Program. In addition to the rule in Section 3E, candidates in the Elementary Education Program must earn no grade less than “C” in both University of Kentucky Undergraduate Bulletin headings of Program Related Studies and Professional Education Requirements. In most cases, the UK rules on GPA do not specify that candidates enter or exit the program with minimum GPAs in the content area. However, the following rules from UK’s Admission/Retention/Exit Policy do recognize the importance of content area proficiency as measured by GPA. Section 3F: Special GPA Rule requiring a 2.75 GPA in program sub areas Some programs require that candidates earn and maintain a 2.75 GPA in the majors, minors, support areas, and professional education course sequences as specified in the program curriculum description as approved by the UK Senate. The application of this rule means that candidates must demonstrate these 2.75 GPAs at the time of admission, retention, and completion of the program. Sec 3F.1 Programs that the use of this special GPA rule are as follows: 1. All STEM education initial preparation programs, e.g., Mathematics Education, Science Education (all areas) and Computer Science Education.

## Postgraduate Requirements

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

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

☒ Yes
 ☐ No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2.75

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

The same rules apply for post graduate educator preparation programs at UK as do for the UG programs.

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>200</div>

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

420

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

- ☐ Yes
- ☒ No

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

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

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

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

29

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

8

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

498

Number of students in supervised clinical experience during this academic year

527

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

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	442
Subset of Program Completers	180

Gender	Total Enrolled	Subset of Program Completers
Male	86	30
Female	355	150
Non-Binary/Other	1	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	5	1
Black or African American	11	3
Hispanic/Latino of any race	11	5
Native Hawaiian or Other Pacific Islander	0	0
White	379	146

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	12	6
No Race/Ethnicity Reported	23	18

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>>

[Teachers Prepared by Subject Area](#)

>>

[Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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\(b\)\(1\)\(H\)\)](#)

### What are CIP Codes?

☐

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>26</div>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	72
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	7
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	25
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0



CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

### What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="29"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="65"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="16"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="13"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="6"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="12"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text" value="9"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="5"/>
13.1312	Teacher Education - Music	<input type="text" value="27"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="9"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="10"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="5"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text" value="0"/>
11	Computer and Information Sciences	<input type="text" value="0"/>
12	Personal and Culinary Services	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	<input type="text" value="0"/>
22	Legal Professions and Studies	<input type="text" value="0"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
25	Library Science	<input type="text" value="0"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
44	Public Administration and Social Service Professions	<input type="text" value="0"/>
45	Social Sciences	<input type="text" value="0"/>
46	Construction	<input type="text" value="0"/>
47	Mechanic and Repair Technologies	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	<input type="text" value="0"/>
52	Business/Management/Marketing	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

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

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

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 has developed an extensive survey to probe the responses to its EPP programs from completers and employers. This survey is systematically shared with the program faculties. 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. Each EPP makes provision for candidates to have opportunities to work with students, families, and community in low income environments. In addition to the above activities, UK has also taken the following steps to demonstrate compliance with the required assurances. 9. All initial preparation programs must address two core sets of standards (Kentucky Teacher Performance Standards, International Literacy Association Standards) and their related SPA standards. All programs must provide their candidates with opportunities to become proficient with research, methods and materials to help all P12 students address the literacy components of their individual disciplines. 10. The EPP unit has also adopted a cross cutting theme related to diversity, including students with special needs students, and this theme is addressed in all of the EPP's unit wide assessments. 11. There has been a complete redesign of course work and activities to address the International Literacy Association standards which focuses specifically on meeting the needs of all students for training with discipline specific literacy practices. 12. All EPP coursework, assessments, and portfolio reviews include attention to candidates ability to meet the needs of special needs students.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

- [Quantifiable Goals](#)

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

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The main goal for 2021-2022 was to continue our focus on recruitment and retention. We would like to update this for 2022-2023 by being more specific and we hope to consistently graduate 10-12 secondary mathematics teachers each year. A secondary goal of 2021-2022 was helping students get past the hurdle of what they are learning in class (research) and what they are seeing in the classroom (practice). To update this for 2022-2023 in more specific terms, we aim to have at least half of our graduates retained in the PrimeD NIC program, which is a way for us to continue to mentor and encourage research-based practices.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Yes we definitely continued to focus on recruitment and retention. I continued my work with the SEC+ MEC and initiated several new recruitment initiatives. One of those was to collaboratively revamp the SEM 110 class to make it more of a recruitment tool. Sahar and I worked on this together. Another was to set Jenna up with a network of other college of education recruiters. I did that and she had her first meeting this semester. We did not graduate 10-12 students though. We are graduating 3 this year and have 8 that will graduate next year. We hope the increase in student numbers continues. Regarding our secondary goal, we moved the STEM PLUS juniors and seniors both to West Jessamine High School so they could use the Open Up curriculum that is more investigative than FCPS's Envision in attempt to bridge that research to practice connection. This is still in progress and something we will continue to work on. I don't know what percentage of grade we have participating in the NIC but I'd say it's close to half.

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

We still need a lot of support around recruitment. We need data collected to see what's working and what's not. We need training. We need marketing for our programs. We will continue to recruit to the best of our abilities, but more support would be beneficial. We will continue to explore field placements, various curricula that districts use that are in alignment with our beliefs about math education in hopes that students will see their class learnings in their placements. We will also collect data about the placements at WJHS to see if that was beneficial to students or not.

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

## Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

In efforts to work toward our secondary goal above, for the 23-24 AY we have focused on moving our student teaching cohort to a new location where they will find better alignment with what we teach in the program and what they see in the secondary mathematics classroom. We are hoping that the closer collaboration with the school will help us be more intentional about our student teaching placements and result in our ST's seeing more research based teaching practices in their placements.

## Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

1. I hope to retain all 3 graduates in the PRIME-D NIC program. 2. I hope to have a junior cohort of 8+ next year.



# Annual Goals: Science

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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

- [Quantifiable Goals](#)

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

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We plan to prepare a minimum of five new science teachers in 20-21 across the MAT and STEM PLUS program. We will help students get past the hurdle of what they are learning in class (research) and what they are seeing in the classroom (practice).

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Yes; five new science teachers in 2021 across MAT and STEM PLUS programs. Recruitment in STEM classes; flyers; clubs; webinar

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

focus on large Biology classes during prior spring semester for recruitment

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

We plan to prepare a minimum of three new science teachers in 23-24 across the MAT and STEM PLUS programs. We will help students get past the hurdle of what they are learning in class (research) and what they are seeing in the classroom (practice).

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

For 24-25, focus on working with Arts & Sciences or STEM faculty members who truly want to assist with recruitment of STEM teachers. For example, Dr. Robin Cooper in Biology has offered his classes as places of recruitment.

# Annual Goals: Special Education

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We will graduate all 14 students currently enrolled in our program in Spring 23. We will admit at least 12 students to our program in Fall 22

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

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

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

We did admit the 12 students that were set in our goal. However, we only had 12 students graduate because two students withdrew from the program due to personal reasons that were outside the control of the program.

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

We will admit 5 students in the Fall of 23 and we will graduate 10 in the Spring of 2024

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

We will admit 10 students into TEP in the Fall of 2024 and we will graduate 5 students in the Spring of 2025.

# Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

## Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

## Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

# Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	2			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2020-21	17	167	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	2				
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	4				
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	4				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4				
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2022-23	1				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	170	10	100	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	13	173	13	100	



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	66	177	66	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	87	176	87	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	94	179	94	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	163	10	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	13	163	12	92
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	67	173	64	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	87	172	87	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	94	172	94	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	161	10	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	12	165	11	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	67	168	62	93
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	87	172	87	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	93	171	93	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	153	9	90
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	11	162	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	67	164	64	96
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	87	167	87	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	93	166	93	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	11	175	10	91
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	13	183	13	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	26	180	26	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	5			
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, 2022-23	12	175	12	100
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	2			

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, 2020-21	4			
ETS5661 -JAPANESE: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5601 -LATIN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	13	177	13	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	16	171	16	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	11	173	11	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	13	173	13	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	15	180	15	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	15	176	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	21	179	21	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	46	178	46	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	54	179	54	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	99	179	99	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	172	11	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	12	173	12	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	74	176	73	99
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	96	175	96	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	103	176	103	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	13	175	13	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	14	181	14	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	17	178	16	94
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

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) Other enrolled students	5			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2022-23	12	177	12	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2021-22	13	182	13	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2020-21	16	180	16	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
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, 2022-23	7			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	25	166	25	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			

# Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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, 2022-23	164	157	96
All program completers, 2021-22	184	182	99
All program completers, 2020-21	247	246	100



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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☒ AAQEP
- ☐ Other specify:

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

- ☐ Yes
- ☒ No

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](#)

## 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.

1. 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. While UK previously had separate courses to address technology integration, we have streamlined coursework to intentionally integrate technology into all of our EPP coursework. Topics include, but are not limited to - productivity tools, instructional software evaluation and integration into the curriculum, blended instruction, multimedia applications, telecommunications, and emerging technologies. 2. Many programs require all candidates to earn the Google Educator Level 1 Certification prior to completion of the program. The unit is exploring whether to make this a requirement for all initial preparation programs. 3. The EPP Unit has made consistent strides towards integrating technology as a common focus across all initial preparation programs. The Instruction Development Process Model was developed as an anchor document for use in developing all kinds of assessments. The process model clearly specifies the components of systematic development of instruction, from diagnosis of individual differences and needs within content to be taught, design of instruction researching available methods for delivering the specified content and the delivery of instruction through long and short range plans and blocks. The integration of technology into all phases of instructional development is emphasized. 4. The EPP has developed a set of three required Unit Wide Assessments which must be completed by all initial preparation candidates. These unit wide assessments are built around the Kentucky Teacher Performance Standards and three focus areas, of which one is technology. The capstone assessment 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.



Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

## Teacher Training

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

a. Teach students with disabilities effectively

1. 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 with other educators who work with these individuals. The department makes persistent efforts to work directly with educator preparation programs that train regular educators. 2. EDS 375 Introduction to Special Education, EDS 516 Behavior Management, EDP 203 Teaching Exceptional Learners in Regular Classrooms, and EDS 547 Collaboration and Inclusion are examples of courses taken by candidates across the unit. These courses provide general 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.

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

1. The Department of Early Childhood, Special Education, and Rehabilitation Counseling also encourages faculty in both Special Education and General Education to engage in activities that bring together candidates from Special Education and General Education to emulate the collaborative relationships that should characterize multidisciplinary teams. These simulations can occur within the context of coursework and as a part of cooperative activities between student professional organizations. 2. The department collaborates with general education program faculties to better meet the needs of both special education candidates and regular education candidates. Instead of taking a reading, writing, and mathematics methods course, special education students take literacy, mathematics, science, and social studies methods courses with general education candidates. This aligns better with what special education teachers are expected to teach. 3. During student teaching, the special education student teacher supervisors annually collaborate with regular education supervisors to ensure a more comprehensive experience of co-teaching between special education student teachers and general education student teachers.

c. Effectively teach students who are limited English proficient.

An example of how general education candidates are prepared to work with English 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 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 EL 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.

## 2. Does your program prepare special education teachers?

- ☒ Yes  
☐ No

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

### a. Teach students with disabilities effectively

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 UK Special Education program will prepare you to teach students with mild, moderate, and severe disabilities in pre-school through 12th grade, or ages 5 to 21. This program prepares teachers to meet the needs of many classrooms in which these students are taught together. This may include students with learning disabilities, attention deficit disorder, emotional/behavioral disabilities, moderate to severe intellectual disability, severe autism, or significant physical and sensory disabilities that impair functioning. Students who graduate from this program will be eligible for dual certification in both Learning and Behavior Disorders and Moderate and Severe Disabilities.

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

1. The College of Education also encourages faculty in both Special Education and General Education to engage in activities that bring together candidates from Special Education and General 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. 2. 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 3. 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.

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

The initial preparation program to prepare special education teachers is aligned with the CEC standards. All special education preparation courses, field experiences, and assessments are aligned to the standards. The CEC standards include direct attention to working with English language learners. Each candidate receives instruction towards becoming an effective special education teacher, and each candidate receives continual feedback through the review and assessment of artifacts.

# 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](#)

## 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.

About the University of Kentucky 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. In October 2021, the UK Board of Trustees met and adopted the 2021 Strategic Plan. The board endorsed five strategic objectives: 1. Putting Students First: They are why we are here. Whether it is maintaining and enhancing a modern curriculum that prepares all our students for success, providing appropriate support for graduate students or ensuring that doctoral students start and complete their programs successfully, we must put students first. 2. Taking Care of Our People: We will only accomplish our mission of advancing Kentucky when our people — those who work with us and those we serve — are cared for holistically: their health, their safety, their well-being and their ability to prosper. 3. Inspiring Ingenuity: How do we embed innovation and discovery into every aspect of our institution? The breadth and depth of programming and offerings available on one campus makes us distinctive in higher education. How do we incentivize the spark of ingenuity throughout our campus? 4. Ensuring Greater Trust, Transparency and Accountability: We are Kentucky’s institution. And that mantle holds with it heightened responsibilities of accountability and transparency. But we need to do more to instill a sense of trust in each other in everything that we do. 5. Bringing Together Many People, One Community: UK is among the most diverse communities in the Commonwealth. Our students will enter a world riven by divisions, but more interdependent than ever before. How do we model unity amidst diversity for our state? The University of Kentucky Mission: 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. The University of Kentucky: • Facilitates learning, informed by scholarship and research; • Expands knowledge through research, scholarship and creative activity; and • Serves a global community by disseminating, sharing and applying knowledge. The University contributes to the economic development and quality of life within Kentucky’s borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity. The University of Kentucky Strategic Vision: As Kentucky’s indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement. About the College of Education 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 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. Our Mission The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The College 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 College advances knowledge through research. As part of a land grant institution, the College 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.

## 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:

Christopher Reese

TITLE:

Director of Educator Preparation

## 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:

Dr. Margaret Mohr-Schroeder

TITLE:

Senior Associate Dean of Academic Programs & Partnerships