

Moravian College/Theological Seminary Traditional Program

2015

Title II Reports

Section II Annual Goals - Mathematics

AY 2013-14

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 <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

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

Yes

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

3

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Data not reported

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Mathematics

AY 2013-14

Moravian College/Theological Seminary

Traditional Program

2015

Title II Reports

Section II Annual Goals - Science

AY 2013-14

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 <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

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

Yes

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

3

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Data not reported

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

AY 2013-14

Section II Annual Goals - Special Education

AY 2013-14

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 <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

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

Yes

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

0

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The May 2011 Shifting Trends in Special Education Report produced by the Thomas B. Fordham Institute indicates that in the 2009-10 academic year, 13.1% of students nationwide held an Individualized Education Plane, with an average identification rate within the Commonwealth of Pennsylvania of 16.66%. Locally, the Bethlehem Area School District with an enrollment of 14, 959 has an identification rate of 16%; the Allentown City Schools with an enrollment of 17, 637 identifies 16.5%; and the Easton Area School District with an enrollment of 9,010 identifies 15.2%. The Lehigh Valley Planning Commission projects that by 2040, local population will have grown by 35% to 873,954 residents with a continued influx of families from New York and New Jersey with a higher than state average percentage of city school students likely needing special education services. In addition, Moravian College's most recent poll of graduating seniors indicated a high degree of interest in earning special education certification as part of the graduate degree program, and the Admissions Office reports strong interest among current undergraduate students in the opportunity to add special education certification through the Master of Education program.

As a result the Education Department submitted a proposal to the Pennsylvania Department of 23, Education in Harrisburg to offer special education certification, grades K-8. On April 23, 2014, Moravian College received approval from PDE to offer this certification, beginning with the 2014-2015 academic year. By 2015-2016, the Education Department anticipates certifying 6 candidates in special education annually through its graduate education program.

Academic year 2014-15

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Special Education Certification is offered for teachers who already possess their initial teaching certificate.

Academic year 2015-16

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

Data not reported

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

Provide any additional comments, exceptions and explanations below:

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Title II Reports

Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2013-14

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 <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

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

Academic year 2013-14

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

Yes

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

0

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

100% of our Program Completers are expected to be trained in ELL.

Academic year 2014-15

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Moravian College was the sixth institution of higher education in the Commonwealth of Pennsylvania to offer ESL program specialist certification, debuting its initial sequence of certification courses in 2003. Since that time, 88 teachers have successfully completed all requirements for ESL program specialist certification. Located in the heart of the Lehigh Valley, Moravian has enrolled ESL certification candidates from 25 local school districts and private or Diocesan schools, including 5 teachers from the Allentown School District, where 36% of students speak primarily a language other than English at home; 19 teachers from the Bethlehem Area School District, where 20% of students speak English less than "very well;" and 14 teachers from the Easton Area School District, where 13% of students are identified as English language learners. Lehigh Valley demographic data mirror the continued growth of English language learners in Pennsylvania that was reported in U.S. Department of Education Data (July 2010) for Pennsylvania, and The Lehigh Valley Planning Commission projects that by 2040, local population will have grown by 35% to 873,954 residents with a continued influx of families from New York and New Jersey. Moravian's re-designed graduate-level English as a Second Language Certification program received a special designation from the Commonwealth of Pennsylvania as a model program within the state.

Academic year 2015-16

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

Data not reported

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

Provide any additional comments, exceptions and explanations below:

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Section II Assurances

AY 2013-14

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

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

Yes

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

The Education Department is in constant communication with area schools through active supervision of student teachers and pre-student teachers, through the teaching of practicing teachers in our graduate education program, and through regular meetings with local school officials. This communication and more keeps the Department up-to-date on the needs of area schools and their communities. To ascertain the needs of new teachers, we communicate with our graduates, both informally and through more formal surveys.

Instructional I certification candidates enroll in a minimum of nine credit hours on meeting the needs of students with disabilities and three credit hours in meeting the needs of English language learners. Students must demonstrate competence in this area through field experiences and through student teaching. From foundations through all methods courses, students explore the special needs of rural and urban students and children of poverty. Students complete at least one of two student teaching assignments in an urban school.

Section II Assurances

AY 2013-14

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Section VI Teacher Training

AY 2013-14

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

Does your program prepare general education teachers to:

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

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

All candidates in our undergraduate teacher preparation program are required to take our education course EDUC 244, Including Students with Disabilities. The content of this course has been specifically designed to address the PDE competencies related to diverse learners. Examples of the topics as they relate to the roles and responsibilities of general education teachers presented in this course include but are not limited to, special education laws (IDEA, Section 504, ADA, The Gaskin Settlement), collaboration, parent involvement, assessment techniques, data collection, participation in the pre-referral and referral processes, RTI, universal design, strategy design and implementation, and self-advocacy skills. Activities include, but are not limited to class discussions, journal writing, research papers, interviews, simulations of pre-referral team meetings, Multidisciplinary Team meetings, and IEP meetings, field experiences, strategy presentations, and guest speakers. In addition, the roles and responsibilities of the general education teacher are incorporated in all education courses as appropriate to the specific course.

Does your program prepare special education teachers to:

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

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.

There is currently no Special Education Certificate program for initial teacher certification candidates.

Section VI Teacher Training

AY 2013-14