title II
higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

AL

Miles College
Traditional Report AY 2023-24
Alabama

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Fairfield

STATE

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35064

SALUTATION

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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

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	UG	
13.1202	Elementary Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

9

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))**

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	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Essay or personal statement	● Yes	No	● Yes	No
Interview	● Yes	No	● Yes	No
Other Specify:	Yes	No	Yes	No

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

2.8

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

2.8

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

Students must pass the EPE (English Proficiency Exam), a Miles College requirement, and complete a State and National background check in order to be admitted in the program. The must also complete a formal interview where they are evaluated on oral and written communication skills. They must also complete a program questionnaire. Upon completion of the program, students must successfully complete the edTPA assessment to pass the Senior seminar and Internship courses.

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	Yes	No	Yes	No
Fingerprint check	Yes	No	Yes	No
Background check	Yes	No	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No	Yes	No
Minimum GPA	Yes	No	Yes	No
Minimum GPA in content area coursework	Yes	No	Yes	No
Minimum GPA in professional education coursework	Yes	No	Yes	No
Minimum ACT score	Yes	No	Yes	No
Minimum SAT score	Yes	No	Yes	No

Element	Admission		Completion	
Minimum basic skills test score	Yes	No	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No	Yes	No
Recommendation(s)	Yes	No	Yes	No
Essay or personal statement	Yes	No	Yes	No
Interview	Yes	No	Yes	No
Other Specify:	Yes	No	Yes	No

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

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

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

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 2023-24. (§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	150
Number of clock hours required for student teaching	640

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.

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
<u>Years</u> 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) Optional tool for automatically calculating full-time equivalent faculty in the system	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	2
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	20
Number of students in supervised clinical experience during this academic year	10

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

Field experiences are customized to the discipline and by grade level and vary between urban, suburban, and rural settings. Field experience hours are dependent on their progression through the program. Students are in schools from 7:30 am until 2:30 pm from 1-3 days per week,

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	19
Subset of Program Completers	2

Gender	Total Enrolled	Subset of Program Completers
Male	2	0
Female	17	2
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19	2
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24**

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	0
13.1202	Teacher Education - Elementary Education	1

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
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	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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	0
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
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	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

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:**

   The Curriculum for all beginning candidates has the important parts: 1) general education which provides a developing view of the world and the general skills necessary to become a success, 2) a teaching field specialization which provides the depth of content necessary to become as a teacher, and 3) professional education courses that provide both content pedagogy and general pedagogy for quality teaching and learning. Teacher candidates engage in discourse on societal challenges that affect schools and explore how teachers can address or overcome them through discussions, seminars, journaling, reflecting on practice, and the application of adapting to future situations. Candidates are asked to reflect, analyze, plan, and assess to ensure that all students learn. Candidates are evaluated through coursework assessments that consist of a series of performance tasks, and

candidate understanding and demonstration of identified dispositions The most successful strategy to date is to continue to emphasize the constructs of the conceptual framework -- "The Educator: A Facilitator of Learning" to ensure that candidates realize the importance of creating a climate for learning, initiating meaningful activities, providing encouragement, and acquiring knowledge. This strategy requires a specific focus on diversity, the exceptional child, working in urban, suburban, and rural school settings, enhanced classrooms, and educating all children. Also, by completing interviews during their junior year, students' oral and written communication skills are evaluated. Additionally, selecting highly capable faculty, providing focused and intentional professional development, and enhancing college/school partnerships have been the most successful strategies in assuring compliance. We are also creating more diverse environments for the students. Another success strategy is assisting students with test taking skills in an attempt to further help our students become more successful in completing the program. Finally, the institution has purchased test-taking materials and software that will be used to assist candidates, along with review sessions outside class time. Course instructors are now includinga short review session in each class period to connect course content and test content. In support of the new ANA (Alabama Numeracy Act), four new math courses will begin in Fall 2025 to better equip pre-service teachers in that historically low curriculum area.

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.

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 (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to heavily recruit math and majors during the school year.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

In recruiting secondary students, we will work with faculty in the math disciline to help us connect with students earlier in their program for support.

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

Work with OMI (Office of Math Improvement) to ensure that our math faculty understand the type instruction students will need in school classrooms.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- No

8. Describe your goal.

We hope to utilize our outstanding math graduate (2025) to recruit students. We are also sending inquiries to other universities who have grand funding and need HBCU for collaboration in recruiting for the STEM (Science, Technology, Engineering and Mathmatics.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ● Yes
- No

10. Describe your goal.

We hope to utilize our outstanding math graduate (2025) to recruit students. We are also sending inquiries to other universities who have grand funding and need HBCU for collaboration in recruiting for the STEM (Science, Technology, Engineering and Mathmatics.

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.

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

.We plan to increase enrollment in our Secondary Science Education and our Secondary Biology programs through participating in the high school recruitment efforts established by the institution. Also, there are also additional partnerships that have been established to cultivate better relationships between the secondary schools and the institution. We are also in the process of making changes to the programs to help our candidates become more successful. Also, we have purchased additional testing materials to assist candidates that are preparing to test.

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:

We hope to utilize our outstanding Science graduate (2025) to recruit students. We are also sending inquiries to other universities who have grand funding and need HBCU for collaboration in recruiting for the STEM (Science, Technology, Engineering and Mathmatics.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to increase enrollment in our Secondary Science Education and our Secondary Biology programs through participating in the high school recruitment efforts established by the institution. Also, there are also additional partnerships that have been established to cultivate better relationships between the secondary schools and the institution. We are also in the process of making changes to the programs to help our candidates become more successful. Also, we have purchased additional testing materials to assist candidates that are preparing to test.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We hope to utilize our outstanding Science graduate (2025) to recruit students. We are also sending inquiries to other universities who have grand funding and need HBCU for collaboration in recruiting for the STEM (Science, Technology, Engineering and Mathmatics.

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

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

      Yes

● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

      Yes

● No

10. Describe your goal.

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

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- • Yes
- ○ No

2. Describe your goal.

Pre-service teachers learn to differentiate instruction for English learners. They also learn about social-emotional aspects that effect English learners proficiency.

3. Did your program meet the goal?

- • Yes
- ○ No

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

a. Lesson plan template includes planning for curriculum modification for ELS. b. Syllabi must includes classes dedicatd to consideration of supports for ELS

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

a. Syllabi checked for inclusion of lesson plan template includes planning for curriculum modification for ELS. b. Faculty observations include evidence

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

● Yes

No

8. Describe your goal.

Add tutoring assignments in syllabi that address the support of English learners.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

● Yes

No

10. Describe your goal.

Students plan all lessons with explicitlystated supports for english learners such as sheltered instruction.

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 (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	2			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all nonl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) Other enrolled students	5			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) Other enrolled students	4			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) Other enrolled students	3			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	1			

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) Other enrolled students	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	2			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE 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 (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	3			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	2		
All program completers, 2022-23	3		
All program completers, 2021-22	4		
All program completers, combined 3 academic years	9		

Low-Performing

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.

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

Use of Technology

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

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

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.**

   Miles College requires candidate to take ED 300 (Technology for Teachers) which is a course designed to introduce the candidates to skills associated with integrating technology into the teaching and learning process. Candidates are exposed to software application including word processing, spreadsheets, databases, multimedia presentations, and web sites related to various content areas. Candidates are also expected to use email and Internet applications throughout this course. Students are required to begin gathering information that will be used for courses such ED 306 (Principles of Teaching) and ED 448(Classroom Management). These courses require students to expand the use of technology by creating and displaying different documents such as Field Experience Documentation, Observation Reports. Conferences /training, webinars research papers and other activities through canvas course shells. The information is used to help support documentation in edTPA. Video clipping is another component of edTPA. Our students are introduced to video clipping and how to produce videos in ED 300. Students are required to document that allows them to apply their knowledge of technology and display how it is used in the classroom. This done by using power point presentations and recorded materials used during internship. Components include student assessment samples, instructional planning, technology related instruction and diversity. Once this course is completed the student is able to: 1. Demonstrate knowledge, skills and understanding of concepts related to technology based on state and national standards; as well as, demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. 2. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. 3. Apply current research that focuses on technology integration which impacts student learning. 4. Identify and locate technology resources

strategies that address the diverse needs of students. 7. Apply technology to develop higher order thinking skills, creativity, and innovation. 8. Manage student learning activities in a technology rich environment. 9. Apply technology in assessing student learning of content using a variety of assessment techniques. 10. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. 11. The college has purchased additional software that will improve candidates test taking abilities and well has assist them in navigating websites.

Teacher Training

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

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   Coursework taught by a practicing special education teacher. Field experience in inclusive classrooms. Lesson planning that address modifications/accomodations for all children.

   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*.**

   Not allowed in most schools

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

   Courses include work with english learners , Strategies for working with English learners and lesson planning templates includes differentation for english learners.

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**

   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*.**

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

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.

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.

As in previous years, the Miles College Division of Education continues to prepare its teacher candidates to teach students with a variety of disabilities using the following educational approaches: 1) all student teacher candidates complete foundational courses in the Education of the Exceptional Child ,2) the division establishes collaborative clinical experiences for prospective student teacher candidates with special education teachers, 3) the division provides teacher candidates with a common language to describe and discuss effective teaching in order to achieve continuous growth in teacher practice and student learning in all five basic educational courses, 4) the division provides a framework that demonstrate the commonalities in every classroom and aspects of teaching that are common across grades, disciplines, and students' backgrounds, 5) the division promotes shared responsibilities that reflects all instructors working with students with disabilities, and 6) the division ensures competencies of teacher candidates to work with student with disabilities. 7). Lesson plan template that requires modification/accomodations for all students 8) Also, additional software and test taking materials have been purchased to assist students for the upcoming years.

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.