



University of Iowa
Traditional Report AY 2018-19
Iowa



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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Langguth

PHONE

(319) 335-5363

EMAIL

nancy-langguth@uiowa.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

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

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

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 type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" 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 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 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
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: edTPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" 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.)

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:

For undergraduate and post-baccalaureate admission, grade point average is considered on individual basis as one factor in a holistic review of an application. Minimum ACT score is required for direct admission to Elementary Education (See Section I.b Admissions). Applicants to the Science Education TEP are interviewed prior to the admission decision. Certain program areas require course prerequisites. For completion of teacher preparation, the state of Iowa requires assessments; teacher preparation institutions may select either Praxis Subject Assessments, PPAT, or edTPA. Beginning Fall, 2017, Elementary Education teacher candidates were required to complete edTPA. Beginning Spring 2018, The University of Iowa requires edTPA for all initial teacher preparation program completers.

Postgraduate Requirements

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 checked="" type="radio"/> Yes <input 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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: edTPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" 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.)

3

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:

For graduate-level admission, faculty may petition for admission of applicants with gpa as low as 2.5. For undergraduate and post-baccalaureate admission, grade point average is considered on individual basis as one factor in a holistic review of an application. Applicants to the Science Education TEP are interviewed prior to the admission decision. For completion of teacher preparation, the state of Iowa requires assessments; teacher preparation institutions may select either Praxis Subject Assessments, PPAT, or edTPA. Beginning Fall, 2017, Elementary Education teacher candidates were required to complete edTPA. Beginning Spring 2018, The University of Iowa requires edTPA for all initial teacher preparation program completers.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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

122

Number of clock hours required for student teaching

563

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

Number of years required for 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)

14

[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)

51

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

278

Number of students in supervised clinical experience during this academic year

200

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

Iowa defines supervised clinical experiences as student teaching, a full-time, full-day experience for a minimum of 14 weeks. The University of Iowa Teacher Education Program requires 16 weeks of student teaching. Number of clock hours of clinical field experience before student teaching varies from 80 in certain secondary teacher education program areas to 165 in the elementary teacher education program; the figure 122 is the midpoint of these figures. Some pre-student teaching field experiences also receive supervision. No full-time faculty members have full-time responsibilities in clinical experiences; approximately 14 faculty members have a role in supervision of student teachers; their supervision role and load vary. For the number of adjunct faculty supervising clinical experiences, the figure of 51 adjunct faculty was calculated by counting student teaching supervisors for the time period. The number of Cooperating Teachers was collected by taking cooperating teachers for both semesters. Number of students in supervised clinical field experiences is the number of student teachers for both semesters.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2018-19 Total	
Total Number of Individuals Enrolled	704
Subset of Program Completers	200

Gender	Total Enrolled	Subset of Program Completers
Male	154	43
Female	549	157
Non-Binary/Other	0	0
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	1
Asian	9	2
Black or African American	7	1
Hispanic/Latino of any race	35	9
Native Hawaiian or Other Pacific Islander	1	0
White	610	175

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	19	5
No Race/Ethnicity Reported	19	7

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](#)

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 2018-19.

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 2018-19

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	<input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="116"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	222
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	38
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	14
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	107
13.1316	Teacher Education - Science Teacher Education/General Science	26
13.1317	Teacher Education - Social Science	28
13.1318	Teacher Education - Social Studies	28
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	22
13.1323	Teacher Education - Chemistry	23
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	24
13.1329	Teacher Education - Physics	20
13.1331	Teacher Education - Speech	1

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	19
13.14	Teacher Education - English as a Second Language	16
13.99	Education - Other Specify: School Teacher Librarian	9

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program 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	
13.1202	Teacher Education - Elementary Education	112
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	7
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	22
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	10
27	Mathematics and Statistics	5
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	8
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	3
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	4
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	23
51	Health Professions and Related Clinical Sciences	1
52	Business/Management/Marketing	<input type="text"/>
54	History	10

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

Teacher education programs of The University of Iowa are approved preparation programs for licensure and endorsement in the state of Iowa. Financial aid in the form of loan forgiveness is available to Iowa teachers in subject shortage areas. Many students of The University of Iowa come from and return to Illinois, and the College of Education maintains active communication with the Illinois Department of Education and Illinois local education agencies. All teacher education program students take a three semester hour course, Foundations of Special Education. The course provides pre-service teachers with an overview of special education including coverage of current educational terminology and definitions of individuals with disabilities, the special education eligibility and IEP process, effective teacher practices for students with high incidence disabilities, and pros and cons of current trends in the education of individuals with disabilities. The course curriculum includes web modules that address distinguishing special education needs from needs of English language learners (See response in Section VI. Teacher Training.). Differentiated instruction is broadly infused in teacher preparation curriculum -- in core courses, methods courses, classroom management courses, and others -- and reinforced in field experiences. Field

experiences are distributed in many local education agencies within the 60-70 mile radius of the university, including urban, rural, and low-income schools, as well as schools with large populations of limited English proficient students. Additionally, student teaching is available in diverse urban settings, in Des Moines, Iowa, and in other states: Chicago, Illinois; Aldine, Texas; Rialto, California; Eden Prairie, Minnesota; and others, as well as in international settings. For additional specifics on differentiated instruction and instruction for English language learners see Section II. Annual Goals and Section VI. Teacher Training.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Prepare 6 to 10 prospective teachers in mathematics.

3. Did your program meet the goal?

- Yes
 No

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

We currently have Robert Noyce grant to recruit students. With the grant, we were able to offer scholarship to one student. To actively recruit students, we will have a new STEM faculty member in the fall who will represent our secondary program to recruit students as well.

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

The departure of a faculty member who was co-Principal Investigator of the Noyce grant has limited our activities and recruiting plans. When a new faculty member is hired, we can have more stable recruiting plans and other activities to attract more students. Our goal is to recruit 6 -10 more mathematics teacher candidates.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Prepare 7 mathematics teachers and continue to pursue use of the Noyce Scholarship opportunity and recruitment plans described above.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Prepare 7 mathematics teachers and continue to pursue use of the Noyce Scholarship opportunity and recruitment plans described above.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Goal was to prepare 12 prospective teachers in 2018-2019.

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 (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to recruit and train 14 teachers in the 2019-2020 school year. We are working to prepare at least 4 students in the high need areas of Physics and Earth Science. We anticipate supporting at least four teacher candidates in this cohort with the Robert Noyce Scholarship.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to recruit and train 14 teachers in the 2020-2021 school year. We are working to prepare at least 4 students in the high need areas of Physics and Earth Science. We anticipate supporting at least four teacher candidates in this cohort with the Robert Noyce Scholarship.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to have 15 program completers across the three endorsements for which we have programs: Strategist I K-8, Strategist I 5-12, and Strategist II K-12.

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 are increasing our recruitment efforts by contacting local K-12 schools and advertising MA endorsement options for paraprofessionals and/or general education teachers.

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

The Special Education program had 5 admitted teacher candidates for the 2018-2019 academic year in the K-12 Instructional Strategist II LD/BD licensure program and approximately 10 undergraduate elementary education with added endorsement in K-8 Strategist I.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to have 14 program completers across the three endorsements for which we have programs: Strategist I K-8, Strategist I 5-12, and Strategist II K-12.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to have 14 program completers across the three endorsements for which we have programs: Strategist I K-8, Strategist I 5-12, and Strategist II K-12.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Prepare 18 prospective teachers in this area in 2018-2019

3. Did your program meet the goal?

- Yes
 No

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

Active recruitment efforts within, and outside of, the College of Education. We train both pre-service and in-service teachers. Through a Title III, U.S.

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

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

The ESL Endorsement program continues to recruit from within The University of Iowa Teacher Education Program (TEP). Program faculty include a recruitment letter in the materials sent to new newly admitted TEP students, make presentations to class sessions of the courses, Orientation to Elementary Education, and Secondary Education Orientation and Classroom Management, and post recruitment flyers. The successful grant proposal allows the program to fund 10 new ESL added endorsement students each year, provide instruction on ELL support for 25 students in the course, EDTL:4468, and offer the Teacher Leader Certificate track in English language learner support to 40 pre-service teachers. We have developed a "Dual Language Specialization" within the ESL Endorsement program. We are now training teachers to work in Dual Language Education programs. The ACCEL in Iowa grant provides 3 stipends per year to fund these pre-service teacher candidates. Through ACCEL, we also provide frequent professional development opportunities to in-service teachers. Thus far, we have provided training to teachers in 4 school districts. We will add 4 more at this summer's PD retreat on Dual Language Education. We have active and productive relationships with many ESL and bilingual education programs in districts across the state. Through ACCEL, we are building capacity, collaboration, communication, and leadership in ESL and Bilingual Education programs. We have also increased the accessibility of our ESL Endorsement. All courses are now available online.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Prepare 18 prospective teachers in this area in 2019-2020. Continue professional development for pre and in-service teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Prepare 18 prospective teachers in this area in 2019-2020. Continue professional development for pre and in-service teachers.

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

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.

In their first semester in the teacher education program, students enroll in the course, Technology in the Classroom. Students learn how to use a variety of instructional technologies exhibiting best practices guided by learning theory and professional standards. Strategies employed by this course are intended to model applying twenty-first technologies to advance collaborative, inquiry--problem solving and reflective teaching strategies. All student work will be linked to International Society for Technology in Education (ISTE, <https://www.iste.org/>) internationally recognized teaching goals and standards. By the end of the course students will: 1. Produce a variety of digital media for classroom materials and presentations. 2. Apply principles of universal design and assistive technologies to instruction. 3. Use online tools for collaborative problem-solving strategies, enhancing classroom experiences, communication with students and families and distributing school materials. 4. Develop online and interactive lessons in their subject area. 5. Achieve Google Certified Educator Level 1 certification. Once students have completed Technology in the Classroom they will have a foundation of basic knowledge covering educational technologies. Subsequent courses and the Baker Teacher Leader Center (TLC) offers coursework and workshops that later build upon and expand student knowledge of technology topics and concepts taught in this course. Use of technology is infused in many courses of the teacher education program, as appropriate. For example, technology literacy in the form of assignments requiring use or production of digital media is infused in reading and language arts courses of the elementary teacher education program, including the courses, Reading and Responding to Children's Literature, Methods of Elementary School Language Arts, Methods of Elementary School Reading, and Reading

and Writing Processes and Instruction. In the secondary science teacher education program, among the requirements of a student teacher's four-week teaching module are that the module incorporate digital resources, which may include Google Tools for Education, website utilization, and programs specific to science laboratory lessons. The ETC supports learning spaces with desktop computers, outlets, and wireless access for laptops and devices, and includes small study-collaboration rooms. A variety of technologies, including laptops, projectors, assistive technologies, and GoPro cameras are available for check-out. Recurring throughout the program is the concept that technology can help meet contemporary goals of meaningful engagement, collaboration, inclusion, and accountability; as well as the expectation that today's students and teachers are outfitted with the requisite skills needed to be successful in an increasingly technical-digital world. The Baker Teacher Leader Center serves as a technology-based, teacher professional development center. Through the Center, all Teacher Education Program students are required to earn a Teacher Leader Certificate. To earn the Certificate, students must participate in a series of professional development workshops and complete 40 hours of volunteer work, all of which is connected to the particular track they have chosen. Currently, the tracks include: social-emotional learning (SEL); UI REACH (special education); English Language Learners (ELL); and an independent study. Technology provided in the Baker Teacher Leader Center, for use by students, staff, and faculty, includes, but is not limited to: Google Tools for Education, Chromebooks, iPads, drones, Sphero Robots, Swivl cameras, SMART boards, SMART Notebook, interactive video boards; and video boards for viewing university notices and bulletins, educational documentaries, news, and other content. Technology training in content-area specific apps, differentiation with technology, and technology leadership, including ethics and safety, occur on a regular basis and are developed in partnership with College faculty, university programs, and community partners.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Early in their preparation, all teacher candidates -- in general education and in special education -- complete a three-semester-hour course, EDTL:4900 Foundations of Special Education. The course provides pre-service teachers with an overview of special education, including coverage of current educational terminology and definitions of individuals with disabilities, the special education eligibility and Individualized Education Program (IEP) process, effective teacher practices for students with high incidence disabilities, and pros and cons of current trends in the education of individuals with disabilities. Course content includes web modules, videos, articles, lectures, guest speakers, and a textbook. There is a focus on Universal Design for Learning (UDL), differentiation, and providing accommodations within the content area, and on using the Response to Intervention system (in Iowa, Multi-Tiered System of Supports, RTI/MTSS) to meet the needs of all students. Students apply their learning by completing group assignments that simulate best practices and their involvement in the IEP process as general education teachers. In addition, all general education teacher candidates complete a course in classroom management. Teacher candidates in Elementary Education take the course, EDTL:3170 Elementary Classroom Management, during which they learn how to design, implement, evaluate, and differentiate behavioral strategies for students with varying needs and disabilities. Teacher candidates in grades 5-12 and K-12 programs take the course, EDTL:3091 Secondary Education Orientation and Classroom Management, in which the topic of "Knowing our students and their special needs" is addressed through readings, class discussions, a special education in-service teacher guest presenter, and the preparation of student-generated "want to remembers" and "guest-presenter key points" on the topic, and on their preparation to meet the needs of all students in their secondary education classrooms. Teaching for learning differences is a goal of the Iowa Core Curriculum, and differentiated instruction is infused across the teacher education programs in a variety of ways. For example, students in the secondary English Education teacher education program: read about differentiated instruction and apply their learning by considering how to teach Shakespeare from a differentiated learning perspective in the course, Methods of Secondary English; read "Is this English: Race, Language, and Culture in the Classroom" in the course, Approaches to Teaching Writing; learn about dialect diversity based on geography, class, and linguistic ancestry, and develop a language study that attends explicitly to differentiation in the course, Language and Learning; and read and critique commercial reading programs for issues of differentiation in the course, Methods of Secondary Reading.

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*.

All students in the course, EDTL:4900 Foundations of Special Education learn about who is required to participate in an IEP, how often the IEP meetings must be held and are introduced to strategies to differentiate instruction. They complete an IEP project as part of a group and then repeat the project again individually. The project requires them to read a case study (featuring students of varying age levels) and then identify the student's strengths, interests, and needs (all information general education teachers are frequently called upon to provide). They then participate in developing an appropriate IEP goal for that student as well as developing a task analysis used to teach that skill and progress monitor the skill acquisition.

c. Effectively teach students who are limited English proficient.

In the course, EDTL:4900 Foundations of Special Education one module is devoted to meeting the needs of ELL students and understanding the unique challenges they face in school. Candidates discuss exclusionary factors for special education eligibility as they view and discuss a video entitled "Is it a Language problem or a learning problem?" They discuss how to work effectively with an ELL teacher to meet the unique needs of these students. They learn about implicit bias and how it might affect the students. Candidates have ongoing discussions about how to differentiate instruction. Teaching for learning differences is a goal of the Iowa Core Curriculum, and differentiated instruction is infused across the teacher education programs in a variety of ways. For example, students in the secondary English teacher education program: read about differentiated instruction and apply their learning by considering how to teach Shakespeare from a differentiated learning perspective in the course, Methods of Secondary English; read "Is this English: Race, Language, and Culture in the Classroom" in the course, Approaches to Teaching Writing; learn about

dialect diversity based on geography, class, and linguistic ancestry, and develop a language study that attends explicitly to differentiation in the course, Language and Learning; and read and critique commercial reading programs for issues of differentiation in the course, Methods of Secondary Reading. All teacher candidates complete a Teacher Leader Certificate, advanced training and professional development in the areas of assessment, technology, and diversity/community engagement, which includes the option of a track on support of English Language Learners (ELL). Over the past three years, approximately 70 teacher candidates have completed the ELL track, which entails six workshops on the topics of home language support, oral language, reading/vocabulary, family/community engagement, and assessment. In the past year, the Teacher Education Curriculum Council has begun exploration of strategies to enhance the preparation of teacher candidates to work with ELLs. An external research team is preparing recommendations. Based on this input, the Council will work with teacher preparation faculty to develop and implement curriculum, and monitor its effectiveness, in preparing teacher candidates to serve ELLs.

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

Special education pre-service teachers complete a comprehensive program that prepares them to teach students with disabilities effectively and act as a key member of the IEP team. Along with core general education content and practicums, all special education pre-service teachers complete coursework and practicum experiences in the following areas: assessment, instructional decision making, academic interventions, behavioral and social interventions, and parent/teaching collaboration. Several of these courses include hands-on practice, as well as field-based experiences. Based on certification area (that is, teaching students with mild or moderate special needs, or at primary or secondary level), further specialized instruction is provided such as coursework on transition and methods courses geared towards primary or secondary students with special needs. Candidates also complete a practicum experience and student teaching plus seminars on application in the area of Special Education.

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*.

Teacher candidates in special education study the roles of general education teachers, paraprofessionals, and special education teachers and how to effectively work together to deliver the instruction the students need. In practicum experiences students are required to observe an IEP meeting. They also interview their cooperating teachers about the process and participate in collecting progress monitoring data.

c. Effectively teach students who are limited English proficient.

In the course, EDTL:4900 Foundations of Special Education one module is devoted to meeting the needs of ELL students and understanding the unique challenges they face in school. Candidates discuss exclusionary factors for special education eligibility as they view and discuss a video entitled "Is it a Language problem or a learning problem?" They discuss how to work effectively with an ELL teacher to meet the unique needs of these students. They learn about implicit bias and how it might affect the students. Candidates have ongoing discussions about how to differentiate instruction.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

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.

In January 2019, the Iowa State Board of Education granted continuing approval of the educator preparation programs of The University of Iowa. The Iowa Department of Education reviews all Iowa educator preparation colleges and universities on a seven-year cycle. The University of Iowa offers teacher preparation in 10 program areas, Art Education, Elementary Education, English Education, Foreign Language Education, Mathematics Education, Music Education, Science Education, Social Studies Education, Special Education, and School Teacher Librarian. Programs for teaching English as a Second Language (ESL); middle school; reading; and other teaching endorsements are offered as added endorsement programs. In addition to the seventeen (17) CIP codes listed in Section I: Program Information, the University of Iowa lists the following ten (10) CIP codes in connection with teacher preparation programs of study: 13.1001 - Special Education and Teaching, General; 13.1017 - Education/Teaching of Individuals in Elementary Special Education Programs; 13.1019 - Education/Teaching of Individuals in Secondary Special Education Programs; 13.1325 - French Language Teacher Education; 13.1326 - German Language Teacher Education; 13.1330 - Spanish Language Teacher Education; 13.1332 - Geography Teacher Education; 13.1333 - Latin Teacher Education; 13.1334 - School Librarian/School Library Media Specialist; and 13.1335 - Psychology Teacher Education; plus additional CIP codes that are not listed, in connection with added endorsement programs.

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:

Nancy Langguth

TITLE:

Associate Dean for Teacher Education

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:

Daniel L. Clay

TITLE:

Dean, College of Education