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Loyola University of Chicago
Traditional Program

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AY 2015-16

Institution Information

Name of Institution: Loyola University of Chicago
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: School of Education
820 North Michigan Avenue
Chicago, IL, 60611

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Bilingual/Bicultural - BSED	No
Early Childhood/Special Education - BSED	No
Elementary Education - BSED	No
Elementary Education - MED	No
Middle Grades - BSED	No
Secondary Education - BSED	No
Secondary Education - MED	No
Special Education - BSED	No
Special Education - MED	No
Technology Specialist - MED	No
Total number of teacher preparation programs: 10	

Section I.b Admissions

Sophomore year Graduate: at admission

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.luc.edu/education/>

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

Undergraduates can be admitted conditionally for one semester by submitting a letter of appeal to the Program Faculty. Graduate admission into initial teacher preparation allows a one semester conditional admit in order to meet the testing requirements (Test of Academic Proficiency and Content for secondary education)

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.71

What is the minimum GPA required for completing the program?

2.8

What was the median GPA of individuals completing the program in academic year 2015-16

3.467

Please provide any additional comments about the information provided above:

To receive their teachers license in the state of Illinois must successfully pass the edTPA assessment.

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No

Background Check	Yes	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	No	No
Other Student Impact Project	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.34

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.9

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	271
Unduplicated number of males enrolled in 2015-16:	37
Unduplicated number of females enrolled in 2015-16:	234

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	14
Race	
American Indian or Alaska Native:	0
Asian:	21
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	194
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	650
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	209
Number of students in supervised clinical experience during this academic year	357

Throughout all eight TLLSC sequences (semester long series of modules) candidates are in schools and working with community partners participating and teaching in field-based experiences. Teacher candidates complete almost all experiences in the field and as a result have almost 700 hours of experience in school and community sites by the time they reach the second semester of their final semester of student teaching. All candidates have experiences with diverse students in PreK-12 school and community and within diverse learning environments (classrooms, museums, after-school programs). Full time and adjunct faculty are responsible for providing on site teaching and supervision for all eight school site-based sequences.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	27
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	9
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	8
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	51
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1

Specify: _____

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	26
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	27
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	

Category	Count
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	8
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 86

2014-15: 87

2013-14: 81

Section II Annual Goals - Mathematics

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

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

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

Academic year 2015-16

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

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

work with high schools in the area for recruitment and CAS majors

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2015-16

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

worked with high schools in area for recruitment and CAS majors

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2015-16

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

Yes

4

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

worked with high schools in area fro recruitment and CAS majors

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2015-16

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

Yes

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

30

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

All undergraduate and graduate initial teacher preparation candidates admitted will leave the program with an ESL endorsement for the grade-range of their entitled program

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

35

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Yes

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

75

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Training provided to our candidates is highly integrated with the needs of our Chicago-land school districts. This is through intensive field-based program

in high-need school districts where candidates participate in activities that range from general observation to full classroom teaching. All lesson plans require inclusion of the Illinois State Learning Standards. Loyola has also developed content specific endorsements to meet the shortages identified not only in Illinois but in states across the country where many of our graduates locate.

Our teacher candidates complete an entire field-based program that begins freshman year and concludes with a full-year student teaching experience. Assignments are linked to the needs of the school and the instruction taking place in the classroom. Students are taught to use a technology based assessment system that uses school-based data to inform instructional decisions while meeting the needs of the diverse student body. Candidates not only have the knowledge of how to differentiate instruction but are provided the opportunity in clinicals and are required in student teaching to plan and implement appropriate instruction for all learners. Candidates in our special education program complete one-third of their required hours in general education requirements including humanities, sciences, social sciences, and mathematics. For our candidates who want to work in a 9-12 setting they are encouraged to complete a content major. In all clinical experiences, special education candidates are expected to teach all core subjects. Our general education candidates are expected to have an increased understanding in the connection between civil-rights issues and people with exceptionalities. Candidates have experience with state-of-the-art assessments and interventions for individuals with exceptionalities. This includes, but is not limited to, problem solving, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment (CBM). Candidates are taught how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all candidates and their families.

General education teachers receive training to provide instruction to students with limited English proficiency, who are from low-income families and who go to schools in a urban setting. Including all that has been stated above, strategies in these areas are integrated across the curriculum. For example, candidates are taught to identify reading materials that can be useful to students who are having difficulty with English. Candidates are expected to know strategies that consider the influence of diversity, language, and disability on assessment, on placement of students with disabilities and the use assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	2			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	3			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	85	263	84	99

100 APT (ALL LEVELS)				
Evaluation Systems group of Pearson All program completers, 2013-14				
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	44	271	44	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	27	269	26	96
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	45	272	45	100
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
197-ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	12	251	11	92
198-ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	12	251	10	83
199-ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	12	264	12	100
200-ELEM. EDUC. SUBTEST 4: FINE ARTS/PHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	12	259	11	92
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	7			
TP002-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	13	50	12	92
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	26	268	25	96
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	29	274	29	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	52	269	52	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	60	267	60	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	19	270	18	95
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	272	10	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	10	270	10	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	22	266	22	100
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	2			

130-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson Other enrolled students				
133-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2014-15	1			
133-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2013-14	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	4			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	6			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	23	275	23	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	13	266	13	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	12	267	12	100
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	6			
TP018-MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP016-MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	4			
TP017-MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	4			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			

TP003-SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	6			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	8			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	11	272	11	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	13	267	13	100
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
118-SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	14	265	14	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	22	268	22	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	13	259	13	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	12	258	12	100
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	27	45	27	100
178-TECHNOLOGY SPECIALIST Evaluation Systems group of Pearson All program completers, 2013-14	2			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	85	84	99
All program completers, 2014-15	95	94	99

Program Completed, 2013-14	2014	2015	2016	2017
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Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

NCA

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

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

Candidates are expected to demonstrate professional technology skills. They are expected to learn methods of utilizing software to collect and manage assessment data. They are also expected to utilize a variety of websites including LiveText, SAKI, ISBE and other professional organizational sites to access learning goals and standards for developing effective instruction and assessments. It is expected that candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach. Examples of how our candidates are taught to integrate technology into instruction include the use of computer software such as Inspiration or Webspiration to construct concept maps, to use productivity tools on the computer for mathematics instruction, the development of web-based resource pages and to use AIMSWEB for progress monitoring. Current technology tools, such as "Smart Boards" are integrated into clinical experiences and university coursework.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All candidates complete eight education sequences and are expected to work with all students, including students with IEPs, 504s, and those who struggle with reading and writing. However, Sequences 3 (sophomore year) and 5 (junior year) are specifically designed to introduce candidates to related policies and to emphasize how to differentiate assessment and instruction in these areas. Candidates learn to utilize formative and summative assessment data in order to review and analyze progress and to inform instruction. Research and evidence based strategies designed to provide behavioral and academic supports are presented within the RtI/MTSS framework. In Sequence Six, candidates incorporate these important concepts and skills into unit planning and add to this Universal Design for Learning. Candidates are required to apply what they learn in these sequences in this developing phase of their program when they complete the final sequences in the mastering phase.

Similarly, throughout the sequences, candidates have multiple opportunities to work in classrooms with high percentages of students who are English Language Learners. However, two courses within a specific sequence are specifically designed to address and assess candidates' knowledge and skills in this area. Candidates work with ELL students individually, in small groups and in whole class teaching experiences during these modules. They are required to address WIDA standards and provide significant support designed to help promote oral language and literacy skills (i.e., reading, writing, listening, speaking). Candidates use technology and a variety of resources to promote development of academic language and vocabulary in literacy instruction and in content areas. ALL candidates that complete one of our initial teacher preparation programs are eligible for an Illinois State English as a Second Language Endorsement

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

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

The program in special education is designed to ensure that candidates have the knowledge and skills necessary to meet the multiple and unique needs of students with learning, behavioral/emotional, mental, and/or physical disabilities at the elementary-, middle-, and high-school levels. Candidates are trained through a non-categorical model to be better prepared to work with students' complex and multiple needs. The curriculum is designed to provide a special emphasis on integrating scientifically based research and practice. Candidates understand, monitor, and evaluate scientifically-based practice along three tiers of intervention (RtI, PBS). Candidates evaluate and select assistive-technologies effective for students' with disabilities. In addition, candidates use assessments for universal screening and progress monitoring across the curriculum.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The opportunity to obtain a quality education is one of the most important points of access in our society. In many cases, and for many reasons, children and adolescents do not have access to an equitable education. To address this opportunity gap and at the same time meet the important national, state, and local goals for improving learning outcomes for all students, teachers require sophisticated professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. A comprehensive teacher preparation program based on a growth model that utilizes cognitive and field-based apprenticeship approach to prepare the next generation of teachers, Teaching, Learning, and Leading with Schools and Communities (TLLSC) will prepare our candidates for this important work. (We can upload documents if we want to) Highlights of the Teaching Leading in Schools and Community Initial Teacher Preparation Program: •All courses are delivered on-site at partner schools, museums, cultural institutions, and community organizations so that students are prepared in authentic educational contexts with direct support from university faculty. •Preparing candidates in authentic educational context allows for students to make immediate and direct connections between theory and practice. This process begins in candidates' first semester of their freshman year. •Our field-based program provides extensive opportunities for our candidates to work alongside expert teachers in classrooms. •Loyola faculty have partnered with schools and community organizations to ensure that candidates gain extensive deep experiences engaging with diverse populations, including students with special needs and those labeled as English language learners. •All teacher candidates are eligible to receive an endorsement in English Language Learning upon completion of their program. •In addition to collaboration with teacher educators from the school, community, and university settings, TLLSC utilizes professional learning communities (PLCs) to foster meaningful collaboration among teacher candidates. Through PLCs within the candidates' specific area of specialization (e.g., secondary social studies, early childhood), guidance and collaboration among freshmen, sophomores, juniors, seniors, and faculty in similar areas of interest and expertise come together each semester to dialog and learn from one another.

Supporting Files

Teaching, Learning, and Leading with Schools and Communities

BSEd Program Phases

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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.

Enrollment Confirmation

Total Title II enrollment from section 1.c is 271.

Number of program completers from section 1.f is 86.

For a total enrollment of 357.

Certification of submission

I certify the total enrollment shown above is correct. Required

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:

David Ensminger

Title:

Program Chair, Teaching & Learning

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:

Marie Hatland

Title:

Program Coordinator, Student Academic S

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Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	374	271	-27.54%
Male Enrollment	69	37	-46.38%
Female Enrollment	305	234	-23.28%
Hispanic/Latino Enrollment	17	14	-17.65%
American Indian or Alaska Native Enrollment	2	0	
Asian Enrollment	23	21	-8.70%
Black or African American Enrollment	6	3	-50.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	280	194	-30.71%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	650	650	0.00%

Average number of clock hours required for student teaching	000	000	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	26	21	-19.23%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	199	209	5.03%
Number of students in supervised clinical experience during this academic year	374	357	-4.55%
Total completers for current academic year	97	86	-11.34%
Total completers for prior academic year	125	87	-30.40%
Total completers for second prior academic year	114	81	-28.95%

Section VIII Report Certification

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