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IA

Faith Baptist Bible College
Traditional
Report AY 2020-21
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

153320

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1900 NW 4th Street

CITY

Ankeny

STATE

Iowa ▼

ZIP

50023

SALUTATION

Dr. ▼

FIRST NAME

Mark

LAST NAME

Stupka

PHONE

(515) 964-0601

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1328	Teacher Education - History	UG	
13.1312	Teacher Education - Music	UG	

Total number of teacher preparation programs:

6

Program Requirements

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

THIS PAGE INCLUDES:
>> Undergraduate Requirements
>> Postgraduate Requirements
>> Supervised Clinical Experience

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
Interview	● Yes	○ No	● Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

2.5

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.)

2.5

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

In addition, a minimum of 2.7 GPA must be maintained in all education courses.

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

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

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§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	128
Number of clock hours required for student teaching	560

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) Optional tool for automatically calculating full-time equivalent faculty in the system	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	2
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	32
Number of students in supervised clinical experience during this academic year	38

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

All education majors, including those not yet accepted into the program, complete supervised clinical experiences. The numbers of students listed here includes only sophomores, juniors, and seniors. Our freshman clinical experience is not course-embedded, so we didn't include the the freshmen with the "supervised clinical experience" numbers.

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

2020-21 Total	
Total Number of Individuals Enrolled	53
Subset of Program Completers	7

Gender	Total Enrolled	Subset of Program Completers
Male	12	3
Female	41	4
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	1	0
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	0	0
White	49	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21**

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	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
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	2
13.1306	Teacher Education - Foreign Language	
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	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21**

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	3
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	2
13.1306	Teacher Education - Foreign Language	

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

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

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify:	

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:

Children with disabilities: Our most effective strategies continue to be related to our "Exceptional Learner" course. This 3-credit course provides excellent instruction in the range of disabilities as well as having our candidates get into K-12 classrooms to witness first-hand the strategies for meeting needs of diverse populations along with doing case studies. Limited English proficient students: Our most effective strategy is the experiences our candidates receive from being placed in diverse settings for their practicum and seeing first-hand how classroom teachers are meeting the needs of English proficient students in the K-12 setting. In addition, we added an ESL endorsement option to our teaching program two years ago. Urban and rural schools: The most effective strategy is the experiences our candidates receive from being placed in a variety of schools for their practicum experiences including urban and rural. We track the kind of settings in which our candidates are placed making sure each candidate receives experiences in diverse school settings.

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))**

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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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))**

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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))**

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

○ **Yes**
● **No**

2. Describe your goal.

3. Did your program meet the goal?

○ **Yes**
○ **No**

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (●) No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ( ) Yes
- (●) No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our ESL Endorsement goal for the 2020-21 year is that we will do the following: adjust the ESL course schedules to make the ESL Endorsement more feasible for education students to complete.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Credit hour reductions in the program have encouraged more students to pursue the ESL endorsement. We have also made ESL courses more readily available in various semesters using online resources.

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 (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our ESL Endorsement goal for 2021-2022 is that we will make connections with at least four school districts with ESL programs to ensure quality clinical experiences for ESL teacher candidates.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To actively promote the ESL Endorsement to our education majors and see at least 20% of all education majors complete the ESL endorsement annually.

Assessment Pass Rates

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

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

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 RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

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".

SECTION IV: LOW-PERFORMING

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

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:

AACS - American Association of Christian Schools

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.

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.

    Integrate Technology: All freshman education majors are required to complete a course on educational technology. This course provides a foundation in technology that will help the student use the technology effectively in various ways during their college years and beyond. Most education courses include opportunities (requirements) for candidates to use technology in the production of individual or group presentations. They are also expected to be familiar with websites related to the teaching of the disciplines. Education faculty model teaching using technology. Student teachers are exposed to, and have experience with, using technology in the teaching process and learn to use such tools such as Smartboards in teaching their lessons. Use Technology Effectively To Collect Data: Student teachers are exposed to, and gain experiences with, various technology tools for collecting data as they observe cooperating teachers use data for teaching and learning and then they themselves use technology to collect data for use in the teaching-learning process. Use Technology Effectively To Manage Data: Student teachers are exposed to, and gain experiences with, various technology tools for managing data as they observe cooperating teachers manage data for teaching and learning and then they themselves use technology to manage data for use in the teaching-learning process. Use Technology Effectively To Analyze Data: Student teachers are exposed to, and gain experiences with, various technology tools for improvement of teaching and learning. They learn how to analyze the data collected via technology in order to make judgments on the extent of learning and the effectiveness of their teaching. Student teachers use technology to collect, manage, and analyze data for their e-portfolios. Student teachers are also required to provide evidence that they can use technology in various ways to enhance learning. We are

gradually integrating various principles of universal design into our education courses. Students are learning how to design and deliver course content in various way such as electronic text books and websites to accommodate the learning styles of a wide range of individuals. We have recently instituted the use of Smart Boards in several of our education classrooms and are including these in our instruction methods and assignments.

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**

   All FBBC teacher education students are required to take the Exceptional Learners course to learn of the characteristics of students with disabilities as well as effective teaching strategies for working with exceptional learners. The Teaching Reading 2 course helps our candidates learn how to instruct students who have a variety of reading disabilities. In addition, our students complete clinical experience requirements in a variety of K-12 classroom settings, so they will observe teachers as they work with a variety of students, including those with disabilities.

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

   All teacher education candidates are required to take the course "The Exceptional Learner." This is a 3-credit hour course that offers an overview of the fourteen categories of exceptionalities covered by IDEA. The course walks candidates through the development of IEPs and teh criteria necessary to assess their quality as well as to become familiar with how teams function in the K-12 setting. In addition, candidates are encouraged to ask questions regarding the IEP process during their clinical experiences.

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

   In program courses candidates explore the influences on language learning including variations related to cultural/linguistic diversity and the unique needs of students with language differences. The special needs of students with cultural or language differences are addressed and enhanced through case study requirements in several classes and during the student teaching experience. Some of our program candidates have been able to participate in ESL teaching experiences in various settings, and we will continue to expand these opportunities in the future.

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

   ○ Yes
   ● No

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

   a. **Teach students with disabilities effectively**

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

c. Effectively teach students who are limited English proficient.

c. Effectively teach students who are limited English proficient.

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.

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.

We continue to use electronic portfolios to assess the students' progress and attainment of our six department standards. Our candidates prepare two portfolios during their time at FBBC: Portfolio I - A progress portfolio developed from the beginning of their sophomore year through the first semester of their senior year; Portfolio II - A summative portfolio containing artifacts from the student teaching experience. The portfolios have proven to be effective in evaluating our candidates and determining their readiness for teaching. Charts with listings of required artifacts and portfolio performance data are attached.

Supporting Files

Required Artifacts	
Portfolio Performance Data	

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:

Dr. Mark Stupka

TITLE:

Teacher Education Department Chair

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:

Abigail Stilwell

TITLE:

Administrative Assistant