



Bryn Athyn College
Traditional Report AY 2021-22
Pennsylvania



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

Wong

PHONE

(267) 502-6085

EMAIL

sarah.wong@brynathyn.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1	Special Education	Both	

Total number of teacher preparation programs:

2

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

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<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 type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" 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: 2 math, 2 english/literature courses and 1 lab science course	<input checked="" type="radio"/> Yes <input 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.)

2.8

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

3

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

Bryn Athyn College's state-approved dual-certification, undergraduate program was rolled out in 2016-2017. The 3.0 minimum GPA required at the completion of the program is for state certification purposes, not for graduation. For graduation, students need a 2.0 GPA to successfully graduate with their bachelor's degree.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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: Optional: GRE score as part of admissions process.	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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.)

3

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

A minimum GPA of 3.0 upon program completion, fingerprinting, and background checks are required only for those that are seeking PDE teacher certification recommendations. Although there isn't a minimum overall GPA requirement for the degree, students are required to receive course grades that are no lower than a B- to successfully complete the graduate program.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§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

546

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

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

3

[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)

0

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

25

Number of students in supervised clinical experience during this academic year

17

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

Our undergraduate teacher candidates go through 4 phases of pre-student teaching, during which they are exposed to and given opportunities for consistent hands-on learning experiences in the classroom. Moreover, in our undergraduate pre-student teaching placements, our candidates are mentored by experienced teachers, in various grades, with students who present diverse learning needs, both in general education classrooms and in specialized learning environments. Their clinical experiences culminate in their 14-week student teaching placement, in which they are in either 1 classroom (with access to 2 cooperating teachers) for the 14 weeks or in 2 classrooms (splitting 7-wk/7-wk between their special education and early childhood education placements). Our recently approved graduate program in special education provides supervised clinical experiences that cater to each student's prior in-classroom teaching experiences. Students seeking PDE's Special Education (PreK-12) certificate as their initial certification area would have two options: a 3-6 credit course - SpEd 691 Student Teaching in Special Education OR a 3-6 credit course - SpEd 692 Teacher Residency in Special Education. In the 21-22 AY, two students completed their MS SpEd program with the certification track, completing their student teaching and obtaining their SpEd PreK-12 certifications.

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

2021-22 Total	
Total Number of Individuals Enrolled	27
Subset of Program Completers	13

Gender	Total Enrolled	Subset of Program Completers
Male	3	3
Female	24	10
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	2	2
Hispanic/Latino of any race	3	3
Native Hawaiian or Other Pacific Islander	0	0
White	19	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	2
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](#)

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 2021-22.

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 2021-22

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="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	8
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
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 - Science 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"/>

CIP Code	Subject Area	Number Prepared
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"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	13
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	8
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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	<input type="text"/>
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	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

We have established relationships with various schools in the urban and suburban districts that surround our college. We place our teacher candidates in a variety of schools, including public schools, charter schools, private schools, and other religiously-affiliated schools. Many of our instructors in the program also have continued ties and collaborative relationships with local school districts and programs, as they were once employed there as teachers and administrators. In addition, all of our students take courses that address the areas discussed above including core academic subjects (e.g. Ed 323: Math and the Young Child or Ed 322: Social Studies and the Young Child), instruction for students with disabilities (8 courses in Special Education including SpEd 212: Supporting Children with Disabilities), instruction to address needs of ELL (e.g. Ed 219: Literacy for Young Learners II), and instruction to meet the needs of students from low-income families (e.g. SpEd 213/512: Family and Community Partnerships).

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In the sixth implementation year (2021-22) of our re-vamped dual-certification program and in completing the second implementation year of our graduate program in special education, we set a goal of recruiting and successfully enrolling at least eight additional candidates to be prepared as teachers in special education. In addition, we set a goal of graduating at least six program completers in 21-22. We will continue to work hard to add strong special education teacher candidates to the educator pipeline.

3. Did your program meet the goal?

- Yes
 No

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

In the sixth implementation year (2021-22) of our re-vamped dual-certification program and in completing the second implementation year of our graduate program in special education, our departmental recruitment efforts continued to include building connections with first-year students when they express interest in the education field, regularly updating our marketing materials including the website to draw applicants to our program, as well as sending out messages to potential students about the growing need for teachers in the field for special education. Moreover, each faculty member continues to play an active role in the school's recruiting events and makes sure to highlight our dual-certification program in Early Childhood Education and Special Education, as well as our stand-alone Special Education programs at the post-baccalaureate level. Furthermore, the head of the graduate program also continues to actively recruit by connecting with local schools and school districts, creating social media materials, and offering online webinars and training materials to engage with our local community of educators. These are just some of the strategies we have used to achieve our goal.

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

We will continue to implement the strategies discussed above, as they are yielding admitted students who then become completers of our programs. However, as the landscape of education and teacher preparation changes, especially with the recent impact of COVID, we will seek to find other innovative ways to recruit and retain our students. We have begun to discuss fostering and strengthening our current partnerships with local schools and LEAs and connect with both high schoolers, early in their academic career, as well as paraeducators who show promising futures and desire to attain their credentials.

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

Bryn Athyn College continues to be a very small, religiously-affiliated liberal arts college, with a current enrollment of under 300. The COVID-19 pandemic and its negative impact has had a significant hit on our enrollment, and although we met our enrollment goals for 21-22, the impact of the college's overall enrollment downturn will undoubtedly affect our teacher education program in the coming years. Furthermore, the pandemic has had a particularly difficult impact on the graduate program enrollment, which led to a decision of delaying the start of the program until the Summer of 2022, rather than beginning in the Fall of 2021.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

In the seventh implementation year (2022-23) of our dual-certification undergraduate program and also enrolling our third graduate cohort in special education, we will set a goal of recruiting and successfully enrolling at least nine additional candidates to be prepared as teachers in special education. In addition, we set a goal of graduating at least six program completers in 21-22. We will continue to work hard to add strong special education teacher candidates to the educator pipeline.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

In our eighth implementation year (2022-23) of our dual-certification program and given the current landscape of teacher preparation, we will set a more modest goal of recruiting three additional candidates to be prepared as teachers in special education, while maintaining the quality program delivery. In addition, we will aim to graduate at least eight program completers in 2023-24 and will continue to work hard to add strong special education teacher candidates to the educator pipeline. We plan to take a hiatus year for our graduate program in special education, and give the program structure a thorough look at how it is functioning, bolster its curriculum and staffing, as well as strategize around strengthening a pipeline for the program.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

 [>> Assessment Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	2			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	6			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	6			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	8		
All program completers, 2020-21	3		
All program completers, 2019-20	3		
All program completers, combined 3 academic years	14	11	79

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\(a\)\(1\)\(E\)](#))

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

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

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

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.

To enhance all aspects of learning, we integrate the use of technology in a wide variety of ways throughout our dual-certification and special education teacher preparation programs. Examples below provide evidence and support for our affirmative responses: a) Professors expect students to utilize PowerPoint, Prezi, MS Teams, and other applications/modalities to present their knowledge for various assignments. Professors also model UDL teaching practices by utilizing online learning platforms (e.g. Moodle, MS Teams, FlipGrid) and tools to provide multiple means of representation, engagement, and action/expression (e.g. posting of content, sharing a variety of enhancement materials for students, assessing learning through quizzes and discussion board posts). In this way, technology integration to model UDL principles becomes part of the teaching and learning experiences. In regard to giving students more explicit experiences with integrating technology into their own instruction and curriculum, students are given various practice opportunities including hands-on experiences in their field placements. Examples include the usage of critical websites such as the PDE SAS portal to learn about technological resources that exist for lesson planning and assessment purposes as well as integrating PDE standards, hands-on practice with tools like SmartBoard, Promethean Boards, iPads, Chromebooks, as well as various apps used in the PreK-12 classrooms. b) Professors model technology integration by collecting data such as grades and providing student feedback to improve their pedagogical practices, and therefore student learning. From online grading applications like "GradeBook Pro" to Excel spreadsheets, professors compile student feedback (which happens at the institution level as well as departmental-level and individual faculty level). We model the collection of data to inform and improve the teaching and learning practices in the college classroom. Our students are also explicitly taught to use online resources such as "rubistar," to assist them in creating rubrics for assessment purposes. PDE SAS is utilized for its "Classroom Diagnostic Tools" feature to learn/practice using an

adaptive diagnostic measure to collect data on student progress, which is automatically tailored to individual students. c) Progress monitoring software and programs such as Aimsweb and Lexile as well as Excel are introduced to ensure students are adept at utilizing various tools to collect, manage and analyze data to extract meaningful data, in order to improve the teaching and learning process. Other online assessment tools (e.g. Woodcock Johnson Reading Mastery Test - digital version) are also introduced. Our students are exposed to and taught to integrate the technologies mentioned so that they become flexible in using the tools that they may be given in their future classrooms/ schools. Though the three main elements listed above are in place, we will look to continually improve our practices in better preparing our pre-service teacher candidates, by ensuring that we effectively integrate technological tools into our teacher preparation program. This may now be even more important as virtual learning becomes an increasingly prominent aspect of the educational landscape.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

In our undergraduate, dual-certification program, we prepare our teacher candidates to be certified in both Early Childhood Education (PreK – 4) and Special Education (PreK – 12) certification areas. Therefore, all of our coursework rests upon both sets of teaching competencies that prepare them to meet the needs of every student, including those with diverse needs (e.g., students with disabilities, limited English proficiency, and at-risk). For example, in the content area courses, candidates learn and practice utilizing various instructional strategies to meet the needs of students with disabilities. Those strategies include direct and explicit instruction, multi-sensory instruction, and pedagogical methods based on UDL (multiple means of representation, engagement, and action/expression) and other high-leverage practices in the areas of collaboration, assessment, social/emotional/behavioral learning, and instruction. Moreover, a combination of pre-student teaching clinical placement in a specialized educational setting with their student teaching placement provides them the opportunities for hands-on practice. Through these learning opportunities, all teacher candidates are prepared to teach students with disabilities effectively. In our Master of Science in Special Education program, we prepare current general education teachers or special education teacher candidates to be certified in Special Education Pre-K-12. Therefore, our coursework rests upon the PDE's special education teacher competencies that prepare our graduate students to meet the needs of all students, but especially those with diverse needs (students with disabilities, limited English proficiency, and those at-risk) by learning to design, plan and implement pedagogical strategies designed to meet their specific needs. Those strategies include direct and explicit instruction, multi-sensory instruction, and pedagogical methods based on UDL, and other evidence-based and high-leverage practices.

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*.

In our special education courses, our undergraduate teacher candidates have iterative and ongoing opportunities to learn about the special education processes that are necessary for their PreK-12 pupils to receive the necessary services to ensure their access to the general education curriculum and to maximize their learning. These processes include the MTSS process, which can lead to the evaluation/identification of students, and then the IEP process that follows. Candidates receive hands-on practice through role-playing in various kinds of IEP meetings and other collaborative meetings. They also have multiple opportunities to practice writing reports required of them in the IEP process (IEP, FBA/BIP, etc.). Guest speakers with a variety of expertise also enhance their understanding of these processes. Graduate students also have iterative and ongoing opportunities to learn about the special education processes necessary for their PreK-12 pupils to receive the necessary services and can access their general education curriculum. Additionally, students examine and apply processes designed to meet the diverse academic, social, and behavioral needs of students. These processes include the MTSS process, which can lead to the evaluation/identification of students, and then the IEP process that follows. Teachers and special education teacher candidates receive hands-on practice through role-playing in various kinds of IEP meetings and other collaborative meetings. They also have multiple opportunities to practice writing reports that will be required of them in the IEP process (IEP, FBA/BIP, etc.). Moreover, students complete a Graduate Capstone Project designed to deeply examine a topic impacting students with diverse needs and identify strategies to meet those needs as well as areas that require additional research and exploration.

c. Effectively teach students who are limited English proficient.

In the methods courses, both in our undergraduate and graduate programs, our teacher candidates learn and have opportunities to practice various assessment and teaching strategies for meeting the needs of students who are limited in their English proficiency. Emphasis is placed on appropriate testing accommodations as well as integrating ELD standards to prepare our candidates to effectively address their needs in their lesson planning processes and in their instructional practice, as well as be able to identify and attend to the complex challenges that EL learners face.

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

In our undergraduate, dual-certification program, we prepare our teacher candidates to be certified in both Early Childhood (PreK – 4) and Special education (PreK – 12) certification areas. Therefore, all of our coursework rests upon both sets of teaching competencies that prepare them to meet the needs of all students, including those with diverse needs (students with disabilities, limited English proficiency, and at-risk). For example, in the content area courses, candidates learn and practice utilizing various instructional strategies to meet the needs of students with disabilities. Those strategies include direct and explicit instruction, multi-sensory instruction, and pedagogical methods based on UDL (multiple means of representation, engagement, and action/expression) and other high-leverage practices in the areas of collaboration, assessment, social/emotional/behavioral learning, and instruction. Moreover, a combination of pre-student teaching clinical placement in a specialized educational setting with their student teaching placement provides them the opportunities for hands-on practice. Through these learning opportunities, all teacher candidates are prepared to teach students with disabilities effectively. In our Master of Science in Special Education program, we prepare current general education teachers or special education teacher candidates to be certified Pre-K-12 in Special Education. Therefore, our coursework rests upon the PDE special education teaching competencies that prepare our graduate students to meet the needs of all students, but especially those with diverse needs (students with disabilities, limited English proficiency, and those at-risk) by learning to plan and implement strategies designed to meet their specific needs. Those strategies include direct and explicit instruction, multi-sensory instruction, and pedagogical methods based on UDL, and other high-leverage practices.

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*.

In their special education courses, our undergraduate teacher candidates have iterative and ongoing opportunities to learn about the special education processes that are necessary for their PreK-12 pupils to receive the necessary services to ensure their access to the general education curriculum and to maximize their learning. These processes include the MTSS process, which can lead to the evaluation/identification of students, and then the IEP process that follows. Candidates receive hands-on practice through role-playing in various kinds of IEP meetings and other collaborative meetings. They also have multiple opportunities to practice writing reports required of them in the IEP process (IEP, FBA/BIP, etc.). Guest speakers with a variety of expertise also enhance their understanding of these processes. Graduate students also have iterative and ongoing opportunities to learn about the special education processes necessary for their PreK-12 pupils to receive the necessary services and can access their general education curriculum. Additionally, students examine and apply processes designed to meet the diverse academic, social, and behavioral needs of students. These processes include the MTSS process, which can lead to the evaluation/identification of students, and then the IEP process that follows. Teachers and special education teacher candidates receive hands-on practice through role-playing in various kinds of IEP meetings and other collaborative meetings. They also have multiple opportunities to articulate into words and contribute through a variety of written reports that will be required of them in the IEP process (IEP, FBA/BIP, etc.). Moreover, students complete a Graduate Capstone Project designed to deeply examine a topic impacting students with diverse needs and identify strategies to meet those needs and areas that require additional research and exploration.

c. Effectively teach students who are limited English proficient.

In the methods courses, both in our undergraduate and graduate programs, our teacher candidates learn and have opportunities to practice various assessment and teaching strategies for meeting the needs of students who are limited in their English proficiency. Emphasis is placed on appropriate testing accommodations as well as integrating ELD standards to prepare our candidates to effectively address their needs in their lesson planning processes and in their instructional practice, as well as be able to identify and attend to the complex challenges that EL learners face.

Contextual Information

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

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

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.

Our dual-certification program was first approved by the Pennsylvania Department of Education in September of the 2016-2017 school year. Since then, we also added a post-baccalaureate program approved to deliver a MS SpEd degree and a graduate certificate in language-based learning disabilities & interventions. We have actively recruited and trained pre-service and in-service teacher candidates and will continue to do so, both at the undergraduate and post-baccalaureate levels. As we continue to strengthen and bolster our enrollment and successfully train teachers for the field, we will continuously work on refining and improving the quality of our program. In May of 2022, we are happy to have graduated robust cohorts from both our undergraduate as well as our post-baccalaureate/graduate programs in early childhood education (PreK-4) as well as in special education (PreK-12), adding strong, much-needed educators into the pipeline. Moreover in November of 2022, we successfully completed our program's 7-year Major Review and once again, all of our programs were approved by the Pennsylvania Department of Education.

Supporting Files

Bryn Athyn College - PDE 7-Year Major Review Approval Letter - Nov 2022	
-----------------------------------------------------------------------------------------	--

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:

Sarah Jin Wong, Ed.D.

TITLE:

Assistant Professor of Education/Compliance Officer

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:

Angela N. Rose, Ph.D.

TITLE:

Assistant Professor of Education/Department Chair