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AY 2013-14

Institution Information

Name of Institution: Hope College  
Institution/Program Type: Traditional  
Academic Year: 2013-14  
State: Michigan

Address: 41 Graves Place  
PO Box 9000  
Holland, MI, 49422

Contact Name: Mrs. Madeline Kukla  
Phone: 616.395.7741  
Email: kukla@hope.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 3	

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year Typically at the beginning of their Sophomore year or at the end of their Freshman year.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.hope.edu/academic/education/>

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

The average GPA of high school students accepted at Hope is 3.7. The range of scores on the ACT is 23-29. The average ACT score of students admitted to Hope is 26. The average range of scores on the SAT is 1080-1300 with the average SAT score of students admitted to Hope being 1187. Fees, transcripts, a high school counselor's recommendation, and an essay, are also required for admission into Hope College.

The Education Department does not require duplicate submission of these documents for admission into the Education Department. The complete application process into the Education Department is as follows:

- Complete a program application
- Three ratings sheets from faculty member
- Major/Minor declaration forms
- Successful field placement evaluations for ED 221 and ED 226
- Passing scores on the PRE, ACT or MME in which potential teacher candidates must demonstrate competency in reading, writing and math.
- Signed Statement of Commitment to Professionalism
- Attendance at two required information sessions: Education Department Orientation & Chalk and Wire Electronic Portfolio Orientation.
- Cumulative GPA of 2.75/4.0 scale or higher.
- Special Education majors are also required to submit an essay on "Why I Want to Major in L.D. or E.I."
- IDS 200(Encounters with Cultures)or AES 210 (American Ethnic Studies) are required
- Criminal Background History Statement

NOTE: background checks and fingerprinting are required before the student teaching experience.

### Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.67

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2013-14

3.637

Please provide any additional comments about the information provided above:

**Section I.b Postgraduate Requirements**

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

Are there initial teacher certification programs at the postgraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

**Section I.c Enrollment**

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	208
Unduplicated number of males enrolled in 2013-14:	39
Unduplicated number of females enrolled in 2013-14:	169

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	196
Two or more races:	5

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	420
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	13
Number of students in supervised clinical experience during this academic year	103

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

The numbers given above, of student teachers in supervised clinical experiences during the 2013-2014 academic year are unduplicated numbers. They DO NOT include student teachers from the College for Creative Studies (CCS). We recommend their students to the State of Michigan for certification until such time as CCS receives approval from the State to recommend teachers for certification. Teacher candidates who do their student teaching locally are supervised and evaluated by the Education Department of Hope College. For those teacher candidates who student teach in what is considered "off campus" the Education Department contracts with EPPs in that are to use their college supervisors.

Teacher candidates majoring in special education earn a K-12 teaching certificate. Special Education teacher candidates following an elementary certification track student teach for two semesters; one semester in a general education setting and one semester in a special education setting. Special Education teacher candidates following the secondary certification track do one semester of student teaching in a special education class. They can request to do part of their student teaching in their minor. Prior to their student teaching teacher candidates are required to complete and average of 150 hours in field placements.

Teacher Candidates in the General Education course of study student teach for one semester at the elementary or secondary level depending on the certification track they have chosen. Typically secondary teacher candidates student teach in their major area of study. (They can request to student teach in their minor, too.)

Teacher candidates in the Early Childhood course of study student teach for 6 of the 16 week student teaching semester in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. They student teach for 10 weeks in an elementary setting grades K-3.

K-12 Endorsements -Teacher candidates working towards a K-12 Endorsement student teach in the elementary and secondary settings. Those teacher candidates working towards a secondary teaching certificate in Art, Music, Kinesiology, Dance can earn a K-12 endorsement. Teacher candidates working towards earning an elementary teaching certificate can earn a K-12 endorsement in Spanish

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	92
Teacher Education - Special Education	26
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	46
Teacher Education - Junior High/Intermediate/Middle School Education	92
Teacher Education - Secondary Education	48
Teacher Education - Multiple Levels	97
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	23
Teacher Education - Foreign Language	14
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	3
Teacher Education - French	1
Teacher Education - German	

Teacher Education - History	4
Teacher Education - Physics	1
Teacher Education - Spanish	14
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	9
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	13
Specify: Number indicates the Planned Program Minor paired with elementarysubject matter majors.	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	92
Teacher Education - Special Education	26
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	92
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	7
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education: Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	8
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.f Program Completers

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

2013-14: 92

2012-13: 93

2011-12: 115

### Section II Annual Goals - Mathematics

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

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

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

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

6

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The Education Department continues to work in conjunction with the Math Department to develop appropriate course work. The two departments jointly hired a math

professors. They joint present their research each spring at the College's Undergraduate Research Presentation. Teacher candidates and professors also present their collaborative research on the national level.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

6

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Recognizing that the local, state and national trend for enrollment in Educator Preparation Programs is declining the goal for next year is to increase mathematic majors and minors by 5 students. We hope to exceed this goal

## Section II Annual Goals - Science

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

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

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

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

8

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The Education Department added 5 science majors and minors in the AY 2014-2015. This was 3 short of the goal.

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

The Education Department has recently submitted a Secondary Integrated Science Program to the Michigan Department of Education (MDE). The Department is currently awaiting approval from the MDE. The AY 2013-2014 was the first year the new position of science educator was filled. A student chapter of NSTA is in its formative stages. Teacher candidates do research with science professors. They joint present their research each spring at the College's Undergraduate Research Presentation. Teacher candidates and professors also present their collaborative research on the national level.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Recognizing that the local, state and national trend for enrollment in Educator Preparation Programs is declining the goal for next year is to increase science majors and minors by 3 students. We hope to exceed this goal

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Recognizing that the local, state and national trend for enrollment in Educator Preparation Programs is declining the goal for next year is to increase science majors and minors by 3 students. We hope to exceed this goal

## Section II Annual Goals - Special Education

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

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

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

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

11

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

There is a student chapter of the CEC on campus. Teacher candidates do research with special education professors. They joint present their research each spring at the College's Undergraduate Research Presentation. Teacher candidates and professors also present their collaborative research on the national level.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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



Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The Hope College Education Department and the Department of Modern and Classical Languages submitted a Teaching English as a Second Language (ESL) Program to the MDE for approval in May 2014. Final program approval was received in the fall of 2014. The first set of Completers for this program will be in the AY 2015-2016. Seven teacher candidates are currently enrolled in the program. One senior, 2 juniors, 3 sophomores and 1 freshman. Basic strategies for teaching English Language Learners are embedded in Hope's professional sequence.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

The Hope College Education Department and the Department of Modern and Classical Languages submitted a Teaching English as a Second Language (ESL) Program to the MDE for approval in May 2014. Final program approval was received in the Fall of 2014. We expect to have a minimum of 2 teacher candidates complete this program in the 2-15-2016 AY..

It is important to note that basic strategies for teaching English Language Learners are embedded in Hope's professional sequence.

Academic year 2015-16

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

This first Completers to come through this program will be in the AY 2015-2016 AY.

## Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

See section VII for links to specific areas on Hope's Education web site.

## Section III Assessment Pass Rates

Assessment Code Test Company Group	Number taking tests	Avg- scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	4			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	3			
046 -DANCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
046 -DANCE Evaluation Systems group of Pearson All program completers, 2012-13	3			
046 -DANCE Evaluation Systems group of Pearson All program completers, 2011-12	2			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	33	256	33	100
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	13	245	13	100
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	59	251	59	100
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	60	255	60	100
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2013-14	1			
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2011-12	1			
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	2			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	12	262	12	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	8			

002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	5			
053 -FINE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	1			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2013-14	5			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2012-13	3			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2011-12	5			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	4			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	7			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	5			
026 -LATIN Evaluation Systems group of Pearson All program completers, 2013-14	1			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson Other enrolled students	1			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2013-14	1			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2011-12	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2013-14	8			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2012-13	4			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2011-12	4			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	8			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	7			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	2			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			

296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	89	277	89	100
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson Other enrolled students	73	277	73	100
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2013-14	91	276	91	100
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2012-13	92	280	92	100
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2011-12	114	280	114	100
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson Other enrolled students	39	246	36	92
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	88	275	88	100
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	73	272	72	99
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2013-14	91	274	91	100
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2012-13	92	271	92	100
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2011-12	114	273	114	100
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson Other enrolled students	39	269	39	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	89	237	89	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	73	238	73	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2013-14	91	235	91	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2012-13	92	233	92	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2011-12	114	236	114	100
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson Other enrolled students	39	230	32	82
011 -PSYCHOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	5			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	3			
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	3			

004 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	4			
084 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	5			
084 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	5			
028 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	2			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	3			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	16	251	16	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	92	92	100
All program completers, 2012-13	92	92	100
All program completers, 2011-12	114	114	100

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?  
Yes

If yes, please specify the organization(s) that approved or accredited your program:  
State  
TEAC  
NCA & CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?  
No

### Section V Use of Technology

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

Does your program prepare teachers to:

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

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

An extensive and comprehensive technology report was turned into the Michigan Department of Education the summer of 2011.

for the past four semesters, and the ISTE Standards for Teachers are embedded in all the professional course work. The Technology Portfolio allows seniors to show future employers that they, teacher candidates, have met all of the ISTE Standards for teachers.

**INTEGRATING TECHNOLOGY EFFECTIVELY INTO CURRICULA & INSTRUCTION** -How to integrate technology effectively into curricula & instruction is embedded in the elementary & secondary tracks of the professional course sequence, and is guided by the ISTE Standards for teachers and students. Technology is also embedded in the content courses. Teacher candidates are required to include the use of technology beyond a power point presentation in all lesson and unit plans, and to use technology in their field placements and student teaching internship.

**USE TECHNOLOGY TO EFFECTIVELY COLLECT, MANAGE, & ANALYZE DATA IN ORDER TO IMPROVE TEACHING & LEARNING...** - Using technology to effectively collect, manage & analyze data is embedded in the elementary & secondary track professional course work. Teacher candidates in Literacy II: Reading & the Language Arts, Grades 4-8 are required to do data analysis on assessment given to a struggling reader. In the Secondary Block (Secondary Reading/Language Arts across Disciplines, Secondary Reading/Adolescent Design Field Placement & Instruction Design & Classroom Management for Teachers of Adolescents) teacher candidates use an electronic grade book. They analyze and reflect on the grade scales and impact of the assessments on student learning. They are taught to use the results to practice making instructional decisions based on the assessment results.

Teacher candidates in Elementary Curriculum and Methods (Math, Science, Social Studies) and in Secondary Principles, work in a local school they focus on working with student data.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

Hope's General Education students receive training in providing instruction to children with disabilities, children with limited English Proficiency, and children from low-income families in all of their professional course work. Educational Psychology and Exceptional Child are courses specific to these areas. Both courses are required for elementary and secondary track teacher candidates. Lesson and unit plans in all the professional courses require teacher candidates to incorporate strategies to use with children with disabilities, children with limited English proficiency, minority children, and children from low-income families. Teacher candidates must demonstrate their ability to provide instruction to children with disabilities, limited English proficiency, and low-income families in all their field placements as well as their student teaching internship.

Teacher candidates have a choice of taking Encounters with Cultures, an introduction to cultural diversity, focusing on concepts of race ethnicity, gender, class and other forms for cultural identity and difference in contemporary American Society, or Introduction to Ethnic Studies, a course that focuses on the meanings and various perceptions of culture, race, ethnicity, social class and gender.

Teacher candidates receive training in how to be an active participant of an individualized education program team in Exceptional Child, Curriculum & Methods, Perspectives in Education, and in their student teaching seminar. Teacher candidates are also expected to participate in IEP's and IEPT's during their student teaching internship.

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Does your program prepare special education teachers to:

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

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

Special education teacher candidates following the elementary certification track complete a 12-week student teaching experience in a special education setting. Special education teacher candidates following the secondary certification track do their student teaching in a secondary special education setting. All student teachers participate in a related "Student Teaching Seminar. During their student teaching experience they are expected to participate as a member of individualized education program team.

Special education majors receive information with regards to the IEPT process in a number of courses, including "The Exceptional Child," "Introduction to Learning Disabilities," "Introduction to Emotional Impairments," "Introduction to Assessment," and "Assessment, Prescription & Remediation in Special Education."

Special education majors must complete IEP writing assignments in several courses, including "Assessment, Prescription & Remediation in Special Education" and "Secondary Special Education: Instructional Design."

## Section VII Contextual Information

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

**HOPE COLLEGE Mission:** Hope College, a four-year coeducational liberal arts college affiliated with the Reformed Church in America, was chartered in 1866, to prepare teachers and clergy. The mission today is to offer with recognized excellence, academic programs in liberal arts, in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith. **Teacher Preparation Programs:** Hope College offers 24 liberal arts baccalaureate programs leading to state teacher certification. Two Special Education endorsements offered at the elementary and secondary certification levels are —Learning Disabilities and Emotional Impairments. **Accreditation:** Hope College is accredited by the North Central Association of Colleges and Schools. The Education Department was awarded TEAC accreditation in October of 2012 for seven years with no stipulations. The next TEAC/CAEP Accreditation Hearing will be in the fall of 2019. Nine other departments in the College have been awarded national accreditation: Chemistry, Engineering, Social Work, Nursing, Visual Arts, Dance, Music, Theatre and Athletic Training. All of the Education Department's 24 teacher preparation majors and minors are approved by the State Teacher Certification Board/Michigan State Board of Education. **Teacher Education Vision:** The vision of the Hope College Education Department is to create, nurture and sustain an exemplary and distinctive teacher education program that is current, integrated with liberal arts, and which promotes and models six professional abilities: Effective Communicator Professional Collaborator, Curriculum Developer, Problem Solver, Decision Maker, and Scholarly Educator. With faculty themselves will grounded in the six abilities, the mission of the professional teacher education program at Hope College is to prepare prospective teachers who have the knowledge, skills, and distinctive attitudes and values needed to make and implement professional decisions in a changing world. Each professional course has a field placement assigned to it. This design allows teacher candidates to not only observe practitioners putting theory into practice, it also allows the teacher candidates to put theory into practice. They can then bring their experiences back to the classroom for discussion with their peers and their professors. All teacher candidates are required to develop the knowledge, skills and dispositions necessary to accept individual responsibility for working effectively with a diverse student population and students with special needs. The Teacher Preparation Program at Hope is highly developmental in nature. Students move through level I, Level II and to level III, building on the knowledge and skills they have already developed. Technology is integrated throughout all course work and guided by the ISTE Standards for teachers. Assessment and evaluation systems are aligned with the department's six professional abilities. Faculty are currently working on aligning courses, assessment and evaluation systems with the recently adopted InTASC-MI standards, and the new CAEP Standards. **2013-2014 Notable Features and Accomplishments** -Association for Supervision and Curriculum Development (ASCD) and Council for Exception Children (CEC) Chapters provided opportunities for student leadership development and student presentation at national conferences. -May and June Terms teaching opportunities were available in unique programs: Rosebud Indian Reservation; Liverpool, England; and the Watts area in Los Angeles, California. -Student-faculty research was conducted in local schools and presented to faculty on campus. -For the eighth year in a row, the Education Department sponsored a state-wide Accreditation workshop for all Educator Preparation Institutions in the State of Michigan. -Department faculty published numerous articles in educational journals/magazines. -Faculty presented at several national conferences; International Reading Association, National Reading Council, American Association of Colleges for Teacher Preparation, and the Association for Curriculum and Development. -Faculty members worked with various area foundations. -Continued efforts to engage students in off campus experiences when feasible -The Phelps Scholar Program (PSP) remains a successful multi-cultural living-learning community for freshmen. The program emphasizes issues of cultural diversity. -Several professors received grant money to work on educational research. -Many faculty members were invited to work on a consultant basis with other educational agencies. - Undergraduates have an opportunity to, not only do research with a professor, but to also present their research at national conferences. -Teacher candidates participate in after school and/or night activities in local school districts.

### Supporting Files

- Elementary Certificate Program
- Secondary Certificate Program
- Accreditation Letter
- Hope MTTC 2013-2014 AY Scores
- Hope MTTC Three Year Scores
- Second Annual Report to the Department
- Education Department Dashboard
- Hope Criteria for Student Teaching
- Application to Teacher Education Program

### Complete Report Card

AY 2013-14

 This is a United States Department of Education computer system.

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