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Saint Martin's University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Saint Martin's University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Washington

Address: 5000 Abbey Way SE

Lacey, WA, 98503

Contact Name: Dr. Joyce V. Westgard
Phone: 360-438-4333
Email: westgard@stmartin.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?
Bachelor's in Elementary Education	No
Bachelor's in Secondary Education	No
Bachelor's in Special Education	No
MIT in Elementary Education	No
MIT in Secondary Education	No
MIT in Special Education	No
Teacher's Certification: Elementary Education	No
Teacher's Certification: Secondary Education	No
Teacher's Certification: Special Education	No

Total number of teacher preparation programs: 9

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other   Completion of application requirements

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.stmartin.edu/cepp

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

Undergraduate candidates typically apply as sophomores, but may apply as freshmen. Cert-only and graduate candidates apply on an on-going basis. GRE or MAT is required for the initial teacher graduate program, not both.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.315

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.765

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?

Yes

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

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

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

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.38

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.8

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 2012-13:	202
Unduplicated number of males enrolled in 2012-13:	56
Unduplicated number of females enrolled in 2012-13:	146

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	14
Race	
American Indian or Alaska Native:	1
Asian:	9
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	0
White:	165
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	270
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	2.2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	52

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	16
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
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	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	1
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
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	
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	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2012-13: 35

2011-12: 33

2010-11: 50

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 o three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

4

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Recruitment for math and middle level endorsement candidates.

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

Additional recruitment for individuals with math content area knowledge/skills.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Recruitment for science, biology, chemistry and middle level science endorsement candidates. Increase enrollment by 5 percent through recruitment and marketing.

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

Additional recruitment for individuals with science, biology, chemistry and middle level science content area knowledge and skills.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

12

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Targeted recruitment for special education endorsement candidates. Continued partnership with local school districts.

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

Additional recruitment for individuals with special education content area knowledge and skills.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

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

13

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Revised program to meet needs of ELL teachers; added partnerships for ELL candidates.

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

Continue to recruit and market our revised and improved program.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

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

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

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

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

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

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

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

Required courses for all candidates in: Methods of Language Acquisition; Multicultural Communications/Diversity in the Classroom; Introduction to Exceptionalities; Instructional Strategies for graduate candidates; student teaching portfolio requirements to address meeting all student needs (Positive Impact

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	2			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	1			
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	10	260	10	100
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	5			
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	8			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	2			
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	246	10	63
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	28	261	28	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	20	262	20	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	39	256	39	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson	12	243	8	67

All enrolled students who have completed all noncl				
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	28	259	28	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	20	266	20	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	39	262	39	100
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	4			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	5			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	6			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2012-13	3			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2011-12	5			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2010-11	7			
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2012-13	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2011-12	7			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2010-11	4			
27 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

27 -HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	2			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	4			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
26 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	7			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	8			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	7			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	6			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	6			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	5			

12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	5			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	2			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	3			
69 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2011-12	1			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2010-11	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2010-11	1			
30 -READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
30 -READING Evaluation Systems group of Pearson All program completers, 2012-13	16	265	16	100
30 -READING Evaluation Systems group of Pearson All program completers, 2011-12	7			
30 -READING Evaluation Systems group of Pearson All program completers, 2010-11	13	258	13	100
21 -SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
21 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	6			

28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	8			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	10	265	10	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	8			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	63	49	78
Other enrolled students	29	25	86
All program completers, 2012-13	120	120	100
All program completers, 2011-12	120	120	100
All program completers, 2010-11	157	157	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

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.

Methods courses utilize technology; internship requires electronic portfolio; student teaching pedagogical assessment requires use of technology; electronic portfolio requires video clips of teaching - edited using technology; positive impact project requires candidates to collect and manage data to improve teaching and learning and to analyze data to improve teaching and learning. Teacher candidates learn how to use a Smart Board in a class setting.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All candidates are required to complete a course in Introduction to Exceptionalities. Graduate candidates, in addition to the Intro course, also complete Instructional Strategies for Exceptional Learners. all candidates complete a course in multicultural communication or diversity in the classroom. Beginning in 2010 all candidates are also required to take a course in methods of language acquisition.

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.

All candidates earning a special education endorsement or degree are required to complete a course in Introduction to Exceptionalities. Graduate candidates, in addition to the Intro course, also complete Instructional Strategies for Exceptional Learners. All candidates complete a course in multicultural communication or diversity in the classroom. Beginning in 2010 all candidates are also required to take a course in methods of language acquisition. Other courses required include a course in assessment of exceptional learners; legal issues and the IFSP/IEP. A pre-student internship practica requires introductory participation in IEP meetings; the student internship requires full participation in IEP/IFSP meetings.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

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