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University of Alabama in Huntsville  
Traditional Program

2014 | Title II  
Reports

## Complete Report Card

AY 2012-13

### Institution Information

Name of Institution: University of Alabama in Huntsville  
Institution/Program Type: Traditional  
Academic Year: 2012-13  
State: Alabama

Address: The University of Alabama in Huntsville  
301 Sparkman Drive  
Huntsville, AL, 35899

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Biology, 4-8	No
Biology, 6-12	No
Chemistry, 4-8	No
Chemistry, 6-12	No
Collaborative Special Education, 6-12	No
Collaborative Special Education, K-6	No
Elementary Education, K-6	No
English Language Arts 4-8	No
English Language Arts, 6-12	No

French, 4-8	No
French, 6-12	No
General Science, 4-8	No
General Science, 6-12	No
General Social Science, 4-8	No
General Social Science, 6-12	No
German, 4-8	No
German, 6-12	No
History, 4-8	No
History, 6-12	No
Mathematics, 4-8	No
Mathematics, 6-12	No
Music (Choral)	No
Music (Instrumental)	No
Physics, 4-8	No
Physics, 6-12	No
Spanish, 4-8	No
Spanish, 6-12	No
Total number of teacher preparation programs: 27	

### Section I.b Admissions

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

Junior 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:

[www.uah.edu/colleges/liberal/education](http://www.uah.edu/colleges/liberal/education)

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

\*Students are considered for admission to the teacher education program after completion of Block 1 courses and meeting requirements above. After collecting dispositions and interview data, faculty meet to review and make recommendations for admission.

\*Candidates are either admitted or not admitted; those who are admitted may be admitted with the Professional Development Plan (PDP) which contains a list of concerns along with plan for addressing the concerns and a timeframe for the student to complete the PDP. Students are no longer admitted conditionally.

### 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	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	Yes	Yes
Interview	Yes	Yes
Other Candidate disposition assessments by education teaching field instructions and K-12 mentor teachers	Yes	Yes

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

2.5

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

2.93

What is the minimum GPA required for completing the program?

2.5

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

3.46

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	Yes
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	Data not reported	Data not reported

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

2.5

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

3.47

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:	80
Unduplicated number of males enrolled in 2012-13:	24
Unduplicated number of females enrolled in 2012-13:	56

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	68
Two or more races:	0

### 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	200
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	140
Number of full-time equivalent faculty supervising clinical experience during this academic year	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	69
Number of students in supervised clinical experience during this academic year	34

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

Number of adjunct faculty supervising clinical experience during the academic year 2011-2012 represents adjunct-part time university education faculty and mentor/cooperating teachers for interns(2 cooperating teachers for each intern). It does not include classroom teachers who served as mentors for students enrolled in pre-internship semesters.

### 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	
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3

Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General 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	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	
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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3

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	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	
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	
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: 27

2011-12: 34

2010-11: 31

## 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 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?

1

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:

Collaboration with mathematics faculty and active recruitment among potential teacher education candidates

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:

Graduated 1 math education major during 2012-2013. We are actively collaborating with Mathematics faculty to recruit new math education students and support and retain current math education students.

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?

1

Provide any additional comments, exceptions and explanations below:

We will begin to establish stronger relationships with outstanding area math teachers to explore recruitment opportunities and expand partnerships with them

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?

2

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage

areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 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?

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Education faculty continue to work collaboratively with College of Science faculty to recruit and retain science preservice teachers. Adjunct faculty in science education courses include exemplary secondary educators from area schools.

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 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?

1

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?

2

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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

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

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

Academic year 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?

5

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

Yes



Description of strategies used to achieve goal, if applicable:

Candidates can complete the course requirements for a collaborative education license by taking only three additional courses beyond those required for the general elementary or secondary license.

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:

Plan to develop more flyers and brochures to publicize the Special Education opportunities.

Plan to bring in recent graduates to talk with and recruit students to the program.

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?

5

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?

6

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?

No

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

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

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:

Academic year 2013-14

Is your program preparing 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?

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?

No

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

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.

No

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:

1. The most successful strategy in ensuring compliance with the above assurance is our plan for field experiences. Our students rotate through variety of field experience placements during each block of their program: Block 1 - urban (Title I) schools; Block 2 - rural schools-also focuses on special education student support; Block 3 Elementary (Title I - high ELL population school) Block 4 Elementary - suburban schools; Block 3 secondary - middle income schools- larger city schools; Block 4 secondary - suburban small town schools. A summer program for special education candidates include participation in an intensive partnership with a local school system's special education summer program for limited populations of special education students.

2. To meet the need for our secondary candidates to have more experiences working with ELL students, we have initiated a new "cognate" for elementary education majors - Language and Culture. Students completed 18 hours of coursework in linguistics, multiculturalism, ELL methods and critical issues for ELL students.

3. A third strategy that ensures compliance with the above assurance is the participation of public school administrators, curriculum specialists, and teachers as guest presenters, panelists, and lecturers in all blocks, beginning with Block 1 continuing through the internship semester.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	173	17	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	159	17	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	168	17	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	169	22	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	3			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	10	168	9	90
ETS0204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	10	165	10	100
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2010-11	4			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	25	25	100
All program completers, 2011-12	35	35	100
All program completers, 2010-11	31	31	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:

NCATE

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.

All students are introduced to the use of technology as a tool to collect, manage, and analyze data during their assessment courses. They are asked to apply the learning in case studies, lesson planning and assessment during their methods courses. The culmination of these strategies occurs during the internship where students are expected to demonstrate a high level of competence in using technology to analyze, synthesize, and then use data to plan instruction; in fact, the rubric used to evaluate student teachers contains a specific indicator addressing this competency. Evidence is presented and evaluated at the student teacher's exit portfolio conference.

Having said all of this, we recognize that this is an area for continuous improvement. We plan to strengthen our introduction to the role of technology in collecting, managing, and analyzing data to improve teaching and learning; the plan includes the development of specific modules and assignments for both elementary and secondary candidates.

New equipment, Smart Boards, Elmos, etc have been acquired. Workshops with the universities technology have also been scheduled for student teachers - designed to hone their skills on technology equipment in schools.

A new data management system will be purchased for use beginning AY 2013-2014.

### 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  
No

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.

Most school systems do not allow students to participate in or observe IEP meetings. Some student teachers are permitted to observe (rarely participate) in IEP meetings, but this is not consistent across the disciplines. Students do participate in mock IEP meetings as part of their coursework, but for most, this is the extent of their experience. We are continuing our dialogue with school principals and special education coordinators to facilitate more participation for elementary and secondary candidates.

We recognize the need for improving our candidates preparation in working with limited English proficient students. Since 2010, all education students have been required to take a specific course titled Applied Multiculturalism. Elementary education candidates have had the opportunity to choose a second area of study focusing on Language and Culture since 2010. Coursework focuses on multiculturalism, linguistics, critical issues for ELL students and teachers, and ELL methods.

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  
No

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 candidates develop IEPs during each semester of their coursework. Specifically, during two courses, EDC 302 -Limited Populations and EDC 351 - Applied Behavioral Support, candidates develop IEP's and implement strategies to meet IEP goals. Special education candidates are given opportunities to participate in IEP meetings during their internships.

We recognize the need for improving our special education candidates preparation in working with limited English proficient students. Since the fall of 2010 all students have been required to complete a specific course: Applied Multiculturalism. Elementary education majors have the opportunity to take additional coursework focusing on Language and Culture; this has been a valuable addition to our programs. Twelve elementary education majors are currently enrolled in the Language and Culture cognate.

## 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

AY 2012-13



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