



Complete Report Card

AY 2014-15

Institution Information

**Name of Institution:** University of Alabama in Huntsville  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Alabama

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

**Contact Name:** Dr. Beth N. Quick  
**Phone:** 256-824-2325  
**Email:** beth.quick@uah.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?
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
Physical Education , P-12	No
Physics, 4-8	No
Physics, 6-12	No
Spanish, 4-8	No
Spanish, 6-12	No
<b>Total number of teacher preparation programs: 28</b>	

### 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:

<http://www.uah.edu/education/education-student-services/admission-requirements>

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

Essay or personal statement	Yes	Yes
Interview	Yes	Yes
OtherCandidate 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?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.25

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 2014-15

3.49

Please provide any additional comments about the information provided above:

The minimum GPA requirements have been increased from 2.5 to 2.75.

## 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
OtherCandidate disposition assessments by education teaching field instructions and K-12 mentor teachers	No	Yes

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 2014-15

4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.08

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 2014-15:	42
Unduplicated number of males enrolled in 2014-15:	10
Unduplicated number of females enrolled in 2014-15:	32

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	30
Two or more races:	1

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	77
Number of students in supervised clinical experience during this academic year	33

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

Number of adjunct faculty supervising clinical experience during the academic year 2014-2015 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 2014-15. 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	0
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	25
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0

Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	1
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

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

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	0
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	25
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0

Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	1
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

### Section I.f Program Completers

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

2014-15: 33

2013-14: 26

2012-13: 27

## 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 2014-15

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Goal was not met for the 2014-2015 year.

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

The College of Education at UAH has recruited and hired Dr. Sarah Roller, Assistant Professor of Math Education. Dr. Roller is working to collaborate with and recruit within the College of Science and Mathematics.

Provide any additional comments, exceptions and explanations below:

As a College, we will continue to cultivate relationships and partnerships within the College of Science and Mathematics.

### Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

### Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

3

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 2014-15

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Not Applicable

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

The College of Education at UAH has recruited and hired Dr. Sandra Lampley, Assistant Professor of Science Education. Dr. Lampley is actively working to cultivate relationships and collaborate with the College of Science and Mathematics to recruit students.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

3

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 2014-15

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

Yes

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

6

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The College of Education recruits students for dual licensure in Elementary Education and Special Education. Dual certification requirements for special education are earned in conjunction with elementary education certification requirements.

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

Students are advised early in their respective programs to make them aware of the dual program option.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16



Is your program preparing teachers in special education in 2015-16?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

3

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 2014-15

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

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 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

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:**

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 an option 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) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	15	174	15	100
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	17	159	17	100
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	10	167	9	90
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	15	166	13	87
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	24	174	24	100
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	9			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	15	178	13	87

Educational Testing Service (ETS) Other enrolled students				
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	24	184	24	100
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	9			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	15	164	14	93
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	24	168	24	100
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	9			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	15	163	15	100
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	24	170	24	100
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

All program completers, 2014-15				
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	13	175	13	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	15	177	15	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	26	179	26	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	3			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5204-TEACHING READING Educational Testing Service (ETS) Other enrolled students	18	170	18	100
ETS5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2014-15	25	173	25	100
ETS5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	17	170	17	100
ETS5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	10	165	10	100
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	5			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	1			
---	---	--	--	--

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	35	35	100
All program completers, 2013-14	24	24	100
All program completers, 2012-13	25	25	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 their 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, Tk20, has been purchased and the initial roll-out process began for the AY 2014-2015. This system is used for management of Field Placement, observation hours and student disposition assessments.

### 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.

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**  
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 candidates develop IEPs during each semester of their coursework. Specifically, during two courses, EDC 302 -Low Incidence Populations and EDC 351 -Behavioral Analysis and Intervention, 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: Multiculturalism Foundations of Education. 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 2014-15