Indiana State University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Indiana State University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Indiana

Address: 401 N 7th Street
Room 109
Terre Haute, IN, 47809

Contact Name: Dr. Denise Collins
Phone: 812-237-2918
Email: Denise.Collins@indstate.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?
Art Education	No
Business Education	No
Chemistry	No
Earth/Space Science	No
Elementary Education	No
English as a Second Language	No
English Education	No
Family and Consumer Sciences Education	No
Language, Literature, and Linguistics: French	No
Language, Literature, and Linguistics: Spanish	No

Language, Literature, and Linguistics: German	No
Language, Literature, and Linguistics: Japanese	No
Language, Literature, and Linguistics: Latin	No
Life Science	No
Mathematics Education	No
Music Education	No
Physical Education	No
Physical Science	No
Physics	No
Social Studies: Economics	No
Social Studies: Geographical Perspectives	No
Social Studies: Government and Citizenship	No
Social Studies: Historical Perspectives	No
Social Studies: Psychology	No
Social Studies: Sociology	No
Special Education	No
Technology Teacher Education	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

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://coe.indstate.edu/ess/index.htm

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	No	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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

3.34

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

3.52

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	No	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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

3.4

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

3.8

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:	570
Unduplicated number of males enrolled in 2012-13:	251
Unduplicated number of females enrolled in 2012-13:	319

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	12
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	48
Native Hawaiian or Other Pacific Islander:	0
White:	487
Two or more races:	18

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	178
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	25
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	327
Number of students in supervised clinical experience during this academic year	1634

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

The number of students total in supervised clinical experiences are duplicated students - i.e. enrolled in multiple classes with clinical experiences. The secondary and elementary education programs include intensive clinical experiences in the semester prior to student teaching - as a result, students are much more prepared for student teaching.

The number given is the total number of supervised experiences that occurred - it is not an unduplicated number.

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	47
Teacher Education - Early Childhood Education	90
Teacher Education - Elementary Education	93
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	104
Teacher Education - Multiple Levels	40
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	25
Teacher Education - Foreign Language	8
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	4
Teacher Education - Mathematics	28
Teacher Education - Music	26
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	15
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	26
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	

Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education- History	19
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	9
Teacher Education - Latin	1
Teacher Education - Psychology	6
Teacher Education - Earth Science	5
Teacher Education - English as a Second Language	1
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	47
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	90
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	25
Teacher Education - Foreign Language	8
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	28
Teacher Education - Music	26
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	15
Teacher Education - Science	10
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	19
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	9
Teacher Education - Latin	1

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: 236

2011-12: 205

2010-11: 181

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?

15

Yes

Description of strategies used to achieve goal, if applicable:

Identify education students in math classes who are performing well; advise them to add a math endorsement to their licensure programs. Partner with area scholarship providers to encourage and support enrollment in STEM education.

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 mathematics in 2013-14?

Yes

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

15

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?

15

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?

4

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:

NSF Noyce Scholarship Program.

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?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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?

40

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:

During recruitment and enrollment meetings, advisors encourage dual enrollment in elementary and special education.

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 special education in 2013-14?

Yes

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

43

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?

45

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?

3

Yes

Description of strategies used to achieve goal, if applicable:

Advising teacher education students to add additional license areas.

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?

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:

As part of the TOTAL program, all Elementary and Special Education majors complete an extended field experience prior to student teaching. During this experience they 3 days a week, all day for most of the semester co-teaching in an elementary class. All placements for this FE are in low-income schools, and must complete a final report that in which student indicate how they would differentiate instruction for low income students. Overall, the district in which we place all pre-service teachers (P-12) for field experiences ranks at the top in the state for percentage of free and reduced lunch.

We have extended the pre-student field experience opportunities such that all Elementary/Special Education students spend over half of a semester full-time in a classroom co-teaching, and Secondary/All-Grade majors spend 5 weeks co-teaching a class every day.

To help teachers respond to LEAs, we actively place students in our Professional Development Schools and have a program developed with the local school district that brings in an experienced teacher for a year to work with our faculty and students.

The Behavioral Management course is being encouraged for all Elementary Education majors (not just SPED) with a move to make it a required part of the program.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
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	2			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	12	176	12	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	31	166	31	100
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	12	181	12	100

ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2010-11	31	179	31	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	39	179	39	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	53	179	53	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	82	177	78	95
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	22	169	16	73
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	46	174	39	85
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	19	167	12	63
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	22	182	21	95
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	46	178	44	96
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	19	173	17	89
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	22	166	18	82
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	46	167	40	87
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	19	162	12	63
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	22	162	16	73
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	46	165	36	78
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	19	161	15	79
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	24	179	23	96
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2012-13	2			

ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0921 -GEOGRAPHY II Educational Testing Service (ETS) Other enrolled students	1			
ETS0921 -GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	26	147	24	92
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	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	22	169	22	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	170	12	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	20	158	18	90
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	155	10	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	194	180	193	99
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	210	181	210	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	101	180	101	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	151	181	150	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	196	178	194	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	216	180	216	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	103	179	102	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	154	180	154	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	193	175	192	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	210	176	209	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	101	176	101	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	153	176	153	100
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	3			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	38	513	38	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	53	518	53	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	79	507	79	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	12	173	12	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	31	174	30	97
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	13	171	13	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	107	19	100
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	1			
ETS0204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) Other enrolled students	1			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	3			
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	10	165	9	90
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	239	227	95
All program completers, 2011-12	110	104	95
All program completers, 2010-11	158	155	98

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

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.

Faculty model technology integration and pre-service teachers have an expectation to complete technology facilitated assignments, lesson plans, and unit plans.

All pre-service teachers are required to complete a culminating unit report that demonstrates their impact on P-12 student learning. As part of that report, students are required to collect, manage and analyze their student data to determine their impact on student learning and plan for next steps. All data are managed and analyzed through technology.

The concepts of UDL are taught to all pre-service teachers and they are expected to use these principles during all field experiences and student teaching and are evaluated on their ability to do so.

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 of our pre-service teachers are required to complete activities during their field experiences and student teaching which involve them in working with IEP teams (as long as parents give permission). A required course for all majors gives an introduction to disabilities and how to differentiate instruction given different student abilities.

Secondary education majors receive preliminary instruction on how to work with limited English proficiency students and gain most experience/knowledge from the teachers in the field. Starting Fall 2010, an instructional module developed in cooperation with Language Education and an ENL instructor were added to the curriculum.

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 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 of our special education majors are also elementary education majors (it is a dual major), so in addition to the focus in Special Education classes and field experiences which work on effective teaching strategies and the role and function of IEP teams, they have the same emphasis on working with limited English proficiency students and the extended field work and student teaching that increases exposure to these students.

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