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Earlham College
Alternative, IHE-based Program

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AY 2012-13

Institution Information

Name of Institution: Earlham College
Institution/Program Type: Alternative, IHE-based
Academic Year: 2012-13
State: Indiana

Address: 801 National Road West

Richmond, IN, 47374

Contact Name: Mrs. Rebekah Dimick Eastman
Phone: 7659831847
Email: dimicre@earlham.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 alternative, ihe-based 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? |
|--|---|
| Secondary Master of Arts in Teaching in Area - Chemistry | No |
| Secondary Master of Arts in Teaching in Area - Art | No |
| Secondary Master of Arts in Teaching in Area - Biology | No |
| Secondary Master of Arts in Teaching in Area - Earth/Space Science | No |
| Secondary Master of Arts in Teaching in Area - English | No |
| Secondary Master of Arts in Teaching in Area - Foreign Languages | No |

| | |
|---|----|
| Secondary Master of Arts in Teaching in Area - Mathematics | No |
| Secondary Master of Arts in Teaching in Area - Music | No |
| Secondary Master of Arts in Teaching in Area - Physics | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Economics | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Geography | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Government and Citizenship | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Historical Perspectives | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Psychology | No |
| Secondary Master of Arts in Teaching in Area - Social Studies: Sociology | No |
| Total number of teacher preparation programs: 15 | |

Section I.b Admissions

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

Postgraduate

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.earlham.edu/graduate-programs-in-education/master-of-arts-in-teaching-\(mat\)/](http://www.earlham.edu/graduate-programs-in-education/master-of-arts-in-teaching-(mat)/)

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?

No

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

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

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

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

What is the minimum GPA required for completing the program?

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

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 | No | No |
| Background check | No | Yes |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | Yes | No |
| Minimum GPA in professional education coursework | No | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | Yes | No |
| Subject area/academic content test or other subject matter verification | No | Yes |
| Recommendation(s) | Yes | No |
| Essay or personal statement | Yes | Yes |
| Interview | Yes | No |
| Other | Data not reported | Data not reported |

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

3

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

3.21

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

3.77

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: | 21 |
| Unduplicated number of males enrolled in 2012-13: | 14 |
| Unduplicated number of females enrolled in 2012-13: | 7 |

| 2012-13 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 0 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 20 |
| Two or more races: | 1 |

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 | 496 |
| Average number of clock hours required for student teaching | 600 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 2 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 17 |
| Number of students in supervised clinical experience during this academic year | 15 |

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

Section I.e Teachers Prepared by Subject Area

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

| Subject Area | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 13 |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 4 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 1 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | |

| | |
|--|---|
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 6 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 2 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education- History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - 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. (S205(b)(1)(H))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | |
| 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 | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |

| | |
|--|---|
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | 2 |
| Sociology | |
| Visual and Performing Arts | |
| History | 6 |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 3 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | 2 |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | 1 |
| Physics | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other | 2 |
| Specify: Kinesiology, Human Development and Social Relations | |

Section I.f Program Completers

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

2012-13: 13

2011-12: 17

2010-11: 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 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?

2

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

No

Description of strategies used to achieve goal, if applicable:

We increased our recruitment of math prospective students and worked with our undergraduate math department.

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

Many of our strategies are investments that will help us meet our goals long-term.

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?

3

Provide any additional comments, exceptions and explanations below:

We have met the goal of three mathematics student teachers this year.

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?

3

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

No

Description of strategies used to achieve goal, if applicable:

We worked with the undergraduate science departments more closely and increased our recruitment of science candidates.

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

We are working more to identify and connect with undergraduate science students earlier in their undergraduate careers.

Provide any additional comments, exceptions and explanations below:

We did not meet our goal for science candidates, although we came close. We will continue to work with our undergraduate connections.

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?

4

Provide any additional comments, exceptions and explanations below:

We exceeded this goal this year; we are currently preparing seven science candidates.

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?

No

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

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

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 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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?

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 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.

NA

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:

Earlham College Graduate Programs in Education routinely surveys principals where our graduates teach in order to be responsive to changing needs. This data is reviewed by the faculty and used to make changes in coursework. All of our teaching candidates must include in lesson plans strategies for working with all students with specific attention to students from low income families, students with disabilities, and/or students with limited English proficiency.

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) All program completers, 2010-11 | 1 | | | |
| 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 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 3 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 4 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 7 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE | 4 | | | |

| | | | | |
|--|----|-----|----|-----|
| Educational Testing Service (ETS) All program completers, 2010-11 | | | | |
| 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 | 5 | | | |
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11 | 1 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11 | 4 | | | |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13 | 7 | | | |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12 | 9 | | | |
| ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11 | 27 | 183 | 27 | 100 |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13 | 7 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12 | 9 | | | |
| ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11 | 27 | 181 | 27 | 100 |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13 | 7 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12 | 9 | | | |
| ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11 | 27 | 178 | 27 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) | 1 | | | |

| | | | | |
|---|----|-----|----|----|
| Other enrolled students | | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 7 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11 | 12 | 165 | 11 | 92 |
| ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13 | 4 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2012-13 | 13 | 10 | 77 |
| All program completers, 2011-12 | 17 | 16 | 94 |
| All program completers, 2010-11 | 27 | 24 | 89 |

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

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.

We embed technology use throughout the entire program so that our candidates not only learn how to use it but actually experience using a wide variety of technology, data, etc. with the express purpose of increasing student achievement. In the fall, all students learn how to use spreadsheet software and are required to compile, graph, and disaggregate data on student learning. Students are also introduced to Universal Design for Learning -- its history and current practices. The spring semester is concluded with an action research project based in their classroom and school. This project includes research of current literature, observations of students, planned and implemented action, and compilation and presentation of data and reflections.

This year, we added a strand to our Teacher as Researcher series that gave students more practice with Web 2.0 tools and required them to design projects that engaged their students in using those tools to interact with content.

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.

Work with exceptionalities of all kinds is again embedded throughout the entire program. Our students learn from the beginning that to teach means to teach all students regardless of their learning issues. Our students see using a differentiated approach to teaching as simply good teaching.

Does your program prepare special education teachers to:

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

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.

N/A

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.

Many of our incoming students met the Praxis I alternative and therefore did not have to pass the Praxis I. Alternatives included SAT, ACT, and GRE scores above the state's determined limit, as well as a combined Praxis score, also above the state's determined limit. Students who had previously earned a Masters degree were also exempt. We had 10 students exempted through one of these avenues. The breakdown was as follows: ACT: 0 SAT: 8 GRE: 4 Combined: 1 Masters: 0

Supporting Files

Complete Report Card

AY 2012-13



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