

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Southeast Missouri State University

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Missouri

Address: One University Plaza
MS 5600
Cape Girardeau, MO, 63701

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education 9-12	No
Art K-12	No
Biology 9-12	No
Business Education 9-12	No
Chemistry 9-12	No
Early Childhood Education B-3	No
Elementary Education 1-6	No
English 9-12	No
Family And Consumer Sciences B-12	No
French K-12	No
General Science 5-9	No

General Science 5-9	No
German K-12	No
Language Arts 5-9	No
Mathematics 5-9	No
Mathematics 9-12	No
Mild/Moderate: Cross Categorical K-12	No
Music - Instrumental K-12	No
Music - Vocal K-12	No
Physical Education K-12	No
Physics 9-12	No
Social Science 5-9	No
Social Science 9-12	No
Spanish K-12	No
Technology And Engineering 9-12	No
Unified Science: Biology 9-12	No
Unified Science: Chemistry 9-12	No
Unified Science: Physics 9-12	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

http://www.semo.edu/cea/program_requirements.html

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

The unit has defined some contingency situations. Students may be admitted provisionally if they are enrolled in, but have not completed, PY222 or ED280. Candidate records are reviewed at the end of the semester, and candidates are fully admitted if they have successfully completed all required coursework. The MoGEA requirement is waived for applicants who have completed a four-year degree from an accredited institution, per state rules.

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	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

3.31

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 2014-15

3.45

Please provide any additional comments about the information provided above:

Starting in the fall of 2016, successful completion of a subject area exam will be required before a candidate can begin the culminating clinical experience. Candidates who enrolled in 5-9, 9-12, or K-12 programs in fall 2014 or later are required to earn a minimum content GPA of 3.0 to be eligible for graduation. Candidates who enrolled in all programs in fall 2014 or later are required to earn an overall GPA of 3.0 to be eligible for graduation.

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?

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 Postgraduate 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 2014-15

What is the minimum GPA required for completing the program?

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

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:	457
Unduplicated number of males enrolled in 2014-15:	100

Unduplicated number of females enrolled in 2014-15:	357
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2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	6
Black or African American:	16
Native Hawaiian or Other Pacific Islander:	0
White:	419
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	247
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	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	245

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 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	
Teacher Education - Special Education	45
Teacher Education - Early Childhood Education	36
Teacher Education - Elementary Education	56
Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	54
Teacher Education - Multiple Levels	97
Teacher Education - Agriculture	4
Teacher Education - Art	14
Teacher Education - Business	2
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	17
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	12
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	2
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 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	
Teacher Education - Special Education	45
Teacher Education - Early Childhood Education	36
Teacher Education - Elementary Education	56
Teacher Education - Junior High/Intermediate/Middle School Education	21
Teacher Education - Secondary Education	53
Teacher Education - Agriculture	4
Teacher Education - Art	14
Teacher Education - Business	2
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	10
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	11
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2

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

Section I.f Program Completers

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

2014-15: 262

2013-14: 247

2012-13: 243

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/oep/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:

The Department of Mathematics recruits at Show Me Days and Southeast's Multicultural Showcase for potential students. Faculty also meet with the students at First Step new student orientation in order to engage students who arrive at school with an interest in math.

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

Students who declare a major related to math education as freshmen tend to stay in the program for the first few years. There has been a history of attrition, however, at the junior year when the difficulty of some upper-level math courses becomes more apparent. In order to address this issue, mathematics faculty are working to better inform students, early in their college careers, about the challenges of upper-level mathematics courses. Since the mathematics education faculty does not teach the mathematics courses our majors take, the math educators have been making efforts to work more closely with the mathematicians and with the advisers who are mathematicians. In order to encourage investment in math programs, students are encouraged to join one of the two mathematics clubs available. In addition, students are invited to attend professional mathematics conferences and are provided with transportation and lodging if they choose to do so.

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

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:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

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?

2

Provide any additional comments, exceptions and explanations below:

We are developing additional supports to address challenges created by state-mandated changes.

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?

3

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

Yes

Description of strategies used to achieve goal, if applicable:

Program faculty offer careful academic planning and advising in order to increase retention. Support from both content area and teacher education advisers increases development of both professional and content competencies, leading to improved teacher competency and, in turn, confidence and, in turn, retention.

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

We will continue the current practices which led to an increase of several students in recent years, particularly at the middle school level.

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

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?

2

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

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?

2

Provide any additional comments, exceptions and explanations below:

We are developing additional supports to address challenges created by state-mandated changes.

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/oep/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?

4

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

No

Description of strategies used to achieve goal, if applicable:

Recently, the program was entirely revised, and a new option of early childhood special education has been added. Also, a new Masters in the Art of Teaching in Special Education has been added to increase opportunities for non-traditional students to enter the field. Although these changes have not led to an increase in the number of candidates in the program, they have strengthened the program

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

Program numbers are strong, so explicit goals to increase the number of candidates are unnecessary.

Provide any additional comments, exceptions and explanations below:

Given that the program has increased significantly in the last several years, there is no longer any need to set explicit goals for growth. The program is meeting the needs of the region.

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?

0

Provide any additional comments, exceptions and explanations below:

Given that the program has increased by around 40 candidates in the last two years, there is no longer any need to set explicit goals for growth. The program is meeting the needs of the region.

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?

0

Provide any additional comments, exceptions and explanations below:

Given that the program has increased by around 40 candidates in the last two years, there is no longer any need to set explicit goals for growth. The program is meeting the needs of the region.

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/oep/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:

Administrators and faculty from the College of Education maintain regular contact with P-12 administrators and teachers through joint supervision of field experiences, attendance at P-12 administrative meetings, and collaboration on special projects. These types of contacts allow members of the unit to keep abreast of changes in the needs and expectations of local districts. One area of particular need in regional schools has been special education. In response to that need for more special educators, the unit has worked to recruit more candidates in special education and has made curricular changes that have allowed elementary education candidates to more easily meet certification requirements in special education. In response to shortages in some secondary content areas, the Department of Middle and Secondary Education has been developing a master's degree in the art of teaching.

The unit has two regional advisory boards, populated by school stakeholders in the university's service area, which create a conduit for communication between the College of Education and school districts. In addition, the unit regularly evaluates data generated by surveys of cooperating teachers working with candidates and, also, surveys of first-year teachers and their administrators. In combination, these sources of information suggested that the following are areas in which our programs might improve: 1) the ability to fully integrate certain types of technology, 2) classroom management, and 3) accurate use of assessment data to shape instruction. In response, program faculty revised the curriculum to address these areas.

The Exceptional Child program is part of the Elementary, Early and Special Education Department. All Exceptional Child majors complete a rigorous curriculum which includes meeting the requirements for certification in Mild/Moderate Cross Categorical K-12 and Elementary Education (grades 1-6). Students complete coursework, field experiences and licensing exams that align with the Missouri Teacher Standards, the Council for Exceptional Children (CEC), and the Association of Childhood Education International (ACEI). Meeting standards for both CEC and ACEI helps to ensure that teacher candidates in the Exceptional Child program have the coursework and field experiences necessary to effectively deliver instruction in core content areas.

All teacher candidates take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Candidates also adapt lesson plans under the direction of an instructor trained in special education. In addition candidates learn about the roles of different members of Individualized Education Program (IEP) committees, as well as their responsibilities for enacting IEPs in the classroom. Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs--including those encompassed by the parameters of special education--is addressed in multiple courses in all educator preparation programs.

Meeting the needs of LEP students is also addressed in multiple courses, and recent revisions have strengthened that emphasis throughout all programs. Teacher candidates have the opportunities to apply the knowledge of differentiated instruction, generally, and working with Limited English Proficient students, specifically, in their field experiences. In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

All teacher preparation programs are structured to provide teacher candidates with knowledge and experiences relevant to learning to teach students from a variety of socioeconomic and geographic backgrounds. In some programs this topic is concentrated in a stand-alone course while other programs integrate it throughout several courses. Candidates complete multiple performance tasks during field and clinical experiences in which they must identify relevant contextual factors. They are encouraged, in particular, to analyze the ways in which socioeconomic status and geographical designations (e.g. rural and urban) might influence student learning. In addition, the Office of Field and Clinical Experiences (OFCE) works to ensure that teacher candidates participate in clinical experiences in diverse settings. The OFCE uses a database of field placements to accurately track the types of field and clinical experiences in which teacher candidates participate, thereby making it easier to ensure that candidates work in schools of different wealth levels and in schools with different geographic characteristics.

Section III Assessment Pass Rates

Section III - Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0700-AGRICULTURE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
015-AGRICULTURE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
0700-AGRICULTURE Educational Testing Service (ETS) All program completers, 2014-15	3			
015-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2014-15	1			
0700-AGRICULTURE Educational Testing Service (ETS) All program completers, 2013-14	2			
036-ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
036-ART Evaluation Systems group of Pearson All program completers, 2014-15	3			
0134-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0134-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
0134-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	170	10	100
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	9			
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
016-BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
0235-BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0235-BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0235-BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	6			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	7			

5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
017-BUSINESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
0101-BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0101-BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5101-BUSINESS EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
018-CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
0245-CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5245-CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5245-CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	237	18	95
064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	16	238	15	94
064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	8			
0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	4			
0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	8			
0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	37	183	35	95
5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2014-15	24	186	24	100
5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2013-14	24	183	24	100
5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2012-13	8			
5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS)	13	175	13	100

All enrolled students who have completed all noncl				
5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2014-15	91	178	90	99
5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2013-14	46	178	46	100
5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2012-13	36	177	35	97
0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	7			
0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	23	178	23	100
0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	49	177	48	98
007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	239	41	87
007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	30	226	19	63
007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	26	235	20	77
007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2012-13	1			
008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	245	42	89
008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	33	243	28	85
008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	26	244	23	88
008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2012-13	1			
009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	240	37	79
009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	31	232	23	74
009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	26	236	22	85
009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2012-13	1			

009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2012-13	1			
010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	227	33	70
010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	30	223	19	63
010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	26	232	19	73
010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2013-14	1			
010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2012-13	1			
020-ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
020-ENGLISH Evaluation Systems group of Pearson Other enrolled students	2			
5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	16	175	16	100
5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	12	175	12	100
5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
0041-ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0041-ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0041-ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	175	13	100
038-FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	1			
0121-FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	4			
5121-FAMILY AND CONSUMER SCIENCES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5121-FAMILY AND CONSUMER SCIENCES (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
5121-FAMILY AND CONSUMER SCIENCES (CBT) Educational Testing Service (ETS) All program completers, 2012-13	4			
5174-FRENCH: WORLD LANGUAGE CBT Educational Testing Service (ETS)	1			

All enrolled students who have completed all noncl				
5174-FRENCH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2013-14	1			
5183-GERMAN: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2012-13	1			
023-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
023-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
023-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	150	12	92
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	7			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
011-MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
011-MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013-MIDDLE SCHOOL EDUCATION: SCIENCE	6			

Evaluation Systems group of Pearson All program completers, 2014-15				
013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
014-MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
014-MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
0049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
0049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
0049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	2			
5049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2013-14	7			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	6			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	12	179	12	100
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	6			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	6			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	154	9	82
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	4			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	3			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	3			

5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2013-14	9			
050-MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	249	20	100
050-MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	18	248	17	94
050-MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			
5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	8			
5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	5			
0114-MUSIC: CONTENT AND INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	1			
0114-MUSIC: CONTENT AND INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	5			
043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2014-15	5			
043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2013-14	3			
044-PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
044-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
044-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			
0091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT)	1			

Educational Testing Service (ETS) Other enrolled students				
5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	14	159	14	100
5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	7			
5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	12	156	12	100
5265-PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	170	9	90
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	3			
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	6			
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
5195-SPANISH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2014-15	1			
5195-SPANISH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2013-14	4			
5195-SPANISH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2012-13	1			
5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2014-15	30	174	30	100
5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2013-14	5			
5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
0543-SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	9			
0543-SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	26	177	26	100
0543-SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS)	23	173	23	100

All program completers, 2012-13				
0051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
0051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	3			
0051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
045-WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
045-WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	260	241	93
All program completers, 2013-14	242	233	96
All program completers, 2012-13	238	229	96

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
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.

Currently, all teacher candidates at Southeast Missouri State University take at least one course that incorporates the ISTE NETS standards for teachers and has a significant emphasis on the use of instructional technology. In these courses, students are introduced to specific software and hardware examples, provided with opportunities to use these in educational contexts, and led in the exploration of philosophical and ethical issues related to the use of technology in the classroom. In addition, a requirement to use instructional technology is embedded in nearly every other course in all of the unit's teacher preparation programs. In order to facilitate the increased use of instructional technology, the College of Education has installed Smartboards and technology packs in all classrooms, built a new state-of-the-art technology demonstration room, and constructed video editing rooms that provide teacher candidates the opportunity to create instructional videos and to edit videos of their own teaching for the purposes of self and peer critique.

Most significantly, in response to many local districts moving to a 1:1 relationship between students and electronic devices, the unit instituted, in the fall of 2014, a 1:1 initiative in teacher preparation. This EDvolution program integrates the use of iPads into all courses in the teacher preparation program, with emphasis on three specific steps: Tech for You (candidate use), Tech for Us (professional collaboration), and Tech for Them (instructional use).

In a general sense, all teacher candidates are exposed to and interact with software designed to collect, manage, and analyze data. The university's Moodle learning management system provides students with experience in data collection from the student's perspective and enables them to see various ways--depending upon instructor preferences--in which data might be collected, evaluated, and reported using electronic tools. More specifically, in the process of completing multiple performance assessments during field and clinical experiences, teacher candidates use basic software (e.g. Word, Excel) to organize and analyze data and then to report on conclusions drawn from that analysis. Based upon this analysis, teacher candidates then make plans to revise their instruction to improve learning in future lessons. The unit also revised nearly all teacher preparation curricula. Revised or new courses such as EL 420 Assessment and Data Analysis include an emphasis on using technology in the assessment process.

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 teacher candidates take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Candidates also adapt lesson plans under the direction of an instructor trained in special education. In addition candidates learn about the roles of different members of Individualized Education Program (IEP) committees, as well as their responsibilities for enacting IEP directives in the classroom. Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs--including those encompassed by the parameters of special education--is addressed in multiple courses throughout each program.

Meeting the needs of LEP students is also addressed in multiple courses, and recent revisions have strengthened that emphasis throughout all programs. Teacher candidates have the opportunities to apply the knowledge of differentiated instruction, generally, and working with Limited English Proficient students, specifically, in their field experiences. Lastly, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

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.

Teacher candidates preparing to become special education teachers complete coursework and participate in field based experiences that will prepare them to work, specifically, with students with special needs. Teacher candidates complete exceptional child and elementary coursework during their programs and work collaboratively with other teacher candidates preparing to become general education teachers. During the Literacy Block, teacher candidates become familiar with language diversity and working with diverse families in Language Development of the Exceptional Child (EX 302). Exceptional Child majors also take EX 507 Families and the Child with Exceptionalities. Exceptional Child majors complete additional course work prior to the student teaching semester. These courses are:

-EX 304 Classroom & Behavior Management

-EX 305 Content Area Teaching: Learning and Transitioning for Secondary Students with Exceptionalities

-EX 312 Diagnosis and Remediation of Math Difficulties

-EX 317 Assessment & Techniques of Teaching the Child with Exceptionalities

-EX 373 Techniques of Teaching Children with Exceptionalities

-EX 309 Advanced Field Experience in Education of Children with Exceptionalities.

Individualized Education Program components (IEPs) are a part of all exceptional child coursework, however, students are guided through and assessed on using data to write a formal IEP during Assessment & Techniques of Teaching the Children with Exceptionalities (EX317).

In EX311 Introduction to Children with Exceptionalities, special education candidates identify the appropriate members of an individualized education program team

and learn to explain the role of each. In addition, they learn the purpose of the IEP. In EX317 Assessment and Techniques of Teaching Children with Exceptionalities, candidates help to write an IEP. During field and clinical experiences, candidates work closely with cooperating teachers to carry out the guidelines of specific IEPs.

Meeting the needs of LEP students is addressed in Diversity in American Schools (EL 274). Exceptional Child majors complete coursework specifically focused on working with LEP students in Language Development of Children with Exceptionalities (EX302). In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

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.

All teacher preparation programs at Southeast Missouri State University have recently been revised. They are currently under review at the state level, although most middle and secondary programs have already been approved. The changes are, in part, responses to new state mandates. More importantly, though, the proposed revisions represent a unit response to the concerns of P-12 partners, analysis of assessment data, and an extensive review of various areas of educational research. Unit faculty and staff are also engaged in developing a more robust system for the collection, organization, distribution, and analysis of assessment data in order to improve our ability to evaluate and improve the quality of our programs.

Supporting Files

Complete Report Card

AY 2014-15