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Texas Lutheran University
Alternative, IHE-based Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Texas Lutheran University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Texas

Address: 1000 W. Court

Seguin, TX, 78155

Contact Name: Anna Bergstrom
Phone: 830-372-6062
Email: abergstrom@tlu.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?
Art Ec-12	No
Bilingual Generalist-Spanish (Grades EC-6)	No
English as a Second Language Generalist (Grades 4-8)	No
English as a Second Language Generalist (Grades EC-6)	No
English Language Arts and Reading (Grades 4-8)	No

English Language Arts and Reading (Grades 7-12)	No
Generalist (Grades 4-8)	No
Generalist (Grades EC-6)	No
History (Grades 7-12)	No
Languages Other Than English - Spanish (Grades EC-12)	No
Life Science (Grades 7-12)	No
Mathematics (Grades 4-8)	No
Mathematics (Grades 7-12)	No
Mathematics/Science (Grades 4-8)	No
Music (Grades EC-12)	No
Physical Education (Grades EC-12)	No
Physical Science (Grades 6-12)	No
Physical Science/Mathematics/Engineering (Grades 8-12)	No
Science (Grades 4-8)	No
Science (Grades 7-12)	No
Social Studies (Grades 4-8)	No
Social Studies (Grades 7-12)	No
Total number of teacher preparation programs: 22	

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?

Yes

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

<http://www.tlu.edu/about/community/post-bac-admissions/>

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

Candidates admitted to the program must meet conditions prior to starting to take the courses if noted in their certification plan.

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 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.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(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	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
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	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	No	No

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

3.21

What is the minimum GPA required for completing the program?

2.75

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

3.9

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:	14
Unduplicated number of males enrolled in 2014-15:	4
Unduplicated number of females enrolled in 2014-15:	10

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	9
Two or more races:	0

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	30
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	6

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. (S205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	3
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
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/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
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 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. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
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	1
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	
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	2
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: Human Services Management	1

Section I.f Program Completers

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

2014-15: 5

2013-14: 4

2012-13: 12

Section II Annual Goals - Mathematics

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

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

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

Academic year 2014-15

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

No

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

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

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

If we have post-graduates who are interested in teaching math and have the coursework necessary to teach math, we will prepare them to be math teachers. We do not specifically recruit for any of the disciplines.

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

If candidates are ready for clinical teaching or internship during 2015-2016 then we will prepare them. If we have post-graduates who are interested in teaching math and have the coursework necessary to teach math, we will prepare them to be math teachers. We do not specifically recruit for any of the disciplines.

Academic year 2016-17

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

No

How many prospective teachers does your program plan to add in mathematics in 2016-17?**Provide any additional comments, exceptions and explanations below:**

If we have post-graduates who are interested in teaching math and have the coursework necessary to teach math, we will prepare them to be math teachers. We do not specifically recruit for any of the disciplines.

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?**

No

How many prospective teachers did your program plan to add in science in 2014-15?**Did your program meet the goal for prospective teachers set in science in 2014-15?**

NA

Description of strategies used to achieve goal, if applicable:**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:**

We cannot plan on what certification area our post-baccalaureate teacher certification program candidates plan on seeking. If post-graduate potential teacher candidates approach us with the coursework necessary to teach science, we will prepare them to become science teachers.

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?

0

Provide any additional comments, exceptions and explanations below:

If science teacher candidates are ready for clinical teaching or internship during 2015-2016 then we will prepare them. If we have post-graduates who are interested in teaching science and have the coursework necessary to teach science, we will prepare them to become science teachers. We do not specifically recruit for any of the disciplines.

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?

0

Provide any additional comments, exceptions and explanations below:

We cannot plan on what certification area our post-baccalaureate teacher certification program candidates plan on seeking. If post-graduate potential teacher candidates approach us with the coursework necessary to teach science, we will prepare them to become science teachers.

Section II Annual Goals - Special Education

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

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

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

Academic year 2014-15

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

No

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

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

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

TLU does not offer special education certification.

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

TLU does not offer special education certification.

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

TLU does not offer special education certification.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

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

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

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Our post-baccalaureate teacher certification does not prepare candidates for ESL certification. They do however receive instruction in ESL strategies.

We cannot plan on what certification area our post-baccalaureate teacher certification program candidates are interested in seeking.

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:

Our post-baccalaureate teacher certification does not prepare candidates for ESL certification. They do however receive instruction in ESL strategies.

We cannot plan on what certification area our post-baccalaureate teacher certification program candidates are interested in seeking.

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:

Our post-baccalaureate teacher certification does not prepare candidates for ESL certification. They do however receive instruction in ESL strategies.

We cannot plan on what certification area our post-baccalaureate teacher certification program candidates are interested in seeking.

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:

Teacher Candidates enrolled in our Post-baccalaureate Teacher Certification Program do not have classes that solely focus on special needs students or ESL students. Instructional strategies for both of these groups of students are presented, discussed and utilized in all five classes that they are required to take. These classes include: Learning Processes, Instructional Strategies, U.S. Schools, Foundations of Literacy, and Classroom Management. At various points in their program,

these teacher candidates are required to develop lessons which include strategies for both special needs and ESL students. Two optional classes are provided, when requested, that focus specifically on strategies for working with special needs and ESL students. These classes include: Survey of Special Populations and Foundations of ESL Education. While doing their clinical teaching (student teaching) these teacher candidates are required to attend and participate in at least one Admission, Retention, and Dismissal (ARD) meeting for special needs students and an LPAC meeting. Since our university is located in a rural/suburban area, teacher candidates automatically have field experience in rural and suburban schools. In addition, the students have the option to visit inner city schools and write reflections on what they experienced.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	3			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	2			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	4			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	11	277	11	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	1			

TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	5		
All program completers, 2013-14	4		
All program completers, 2012-13	11	11	100
All program completers, combined 3 academic years	20	18	90

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
TEAC

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.

Teacher candidates are required to develop lessons in Instructional Strategies that utilizes technology as an instructional strategy in addition to more traditional strategies. All teacher Candidates investigate and evaluate web sites and educational software for incorporation into their future curriculum in Classroom Management. Teacher candidates also develop a grade book so that they can learn how to collect, manage and analyze quantitative data in Classroom Management. The data can then be used for student decisions. (All students in the data set are fictional.) We strive to teach teacher candidates that the use of technology can be equitable, flexible and help all students build knowledge and lead to an effective and productive learning experience.

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.

Teacher Candidates enrolled in our Post-baccalaureate Teacher Certification Program do not have classes that solely focus on special needs students or ESL students. Instructional strategies for both of these groups of students are presented, discussed and utilized in all five classes that they are required to take. These classes include: Learning Processes, Instructional Strategies, U.S. Schools, Foundations of Literacy, and Classroom Management. At various points in their program, these teacher candidates are required to develop lessons which include strategies for both special needs and ESL students. Two optional classes are provided, when requested, that focus specifically on strategies for working with special needs and ESL students. These classes include: Survey of Special Populations and Foundations of ESL Education. While doing their clinical teaching (student teaching) these teacher candidates are required to attend and participate in at least one Admission, Retention, and Dismissal (ARD) meeting for special needs students and an LPAC meeting. Since our university is located in a rural/suburban area, teacher candidates automatically have field experience in rural and suburban schools. In addition, the students have the option to visit inner city schools and write reflections on what they experienced.

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.

Supporting Files

Complete Report Card

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