

Title II Higher Education Act Teacher Report Cards

Each institution that conducts a teacher preparation program must report annually to the State education agency and to the general public the following information:

Assurances that the institution's programs are meeting state goals:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Pass rates

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	13	13	100	
All program completers, 2007-08	20	20	100	
All program completers, 2006-07	12	12	100	

Program information including total number of students who have been licensed as teachers, disaggregated by license subject area:

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	18	17	14
EC/MC	5	5	6
MC/EA	2	4	0
Art Education	2	2	1
Spanish Education	2	0	0
Broadfield Language Arts Education	1	0	0
English Education	1	1	4
Mathematics Education	3	0	0
Music Education	2	1	1
Biology Education	0	1	0
Business Education	0	2	2
History/Broadfield Social Studies Edu.	0	1	0

Use of technology to train teachers & collect data to improve student learning:

Section V. Technology

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 how your program 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 how your program 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 Education programs are expected to prepare teachers to:

(A) integrate technology effectively into curricula and instruction

Pre-service teachers prepare a web-based assessment portfolio. Basic technology skills are required to effectively complete this task. The use of technology is modeled by course instructors, and in-class microteaching assessments require the use of technology as part of instruction. Pre-service teachers complete a Technology for Educators course that introduces them to the wide variety of technology options available in schools. During fieldwork and student teaching, students experience the use of technology in school settings. Plans are underway to place a greater emphasis on the use of assistive technology in the classroom.

(B) use technology effectively to collect data to improve teaching and learning

(C) use technology effectively to manage data to improve teaching and learning

(D) use technology effectively to analyze data to improve teaching and learning

Pre-service teachers complete a “teacher work sample” that specifically requires them to collect data on student learning, carefully analyze that data, and plan subsequent instruction based on that analysis. As recommended by members of our department’s advisory committee, we plan to contact vendors (e.g. Northwest Evaluation Association) to explore ways our pre-service teachers can gain experience with several data management systems.