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New Mexico State University  
Traditional Program

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AY 2015-16

Institution Information

Name of Institution: New Mexico State University  
Institution/Program Type: Traditional  
Academic Year: 2015-16  
State: New Mexico

Address: New Mexico State University  
Box 30001 MSC 3AC  
Las Cruces, NM, 88003

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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?
ECED	No
EED	No
SED	No
SPED	No
Total number of teacher preparation programs: 4	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
Junior 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:  
<https://education.nmsu.edu/student/tep/tep-admit/>

During the semester in which students submit their Teacher Education Program admission portfolio for review by faculty, some are enrolled in prerequisite classes and are therefore conditionally admitted. The students must successfully complete the course in order to continue into the teacher education program.

### Section I.b Undergraduate 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 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	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Application, experience in a classroom or working w/ children, resume, community service requirement	Yes	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.6

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.75

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	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum Grade Point Average	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	No	No
Other Successful completion of Comprehensive Exam, Student Teaching, B or better in all Education courses	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.69

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.97

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 2015-16:	275
Unduplicated number of males enrolled in 2015-16:	76
Unduplicated number of females enrolled in 2015-16:	199

2015-16	Number enrolled
<b>Ethnicity</b>	
Hispanic/Latino of any race:	165
<b>Race</b>	
American Indian or Alaska Native:	5
Asian:	1
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	0
White:	83
Two or more races:	6

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	290
Average number of clock hours required for student teaching	562.5
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	170
Number of students in supervised clinical experience during this academic year	164

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 2015-16. 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
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Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	29
Teacher Education - Elementary Education	48
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	69
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	25
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	45
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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 2015-16. 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	15
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	27
Teacher Education - Elementary Education	41
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	25
Teacher Education - Agriculture	20
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	9
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	2
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	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	

Other Specify:	
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### Section I.f Program Completers

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

2015-16: 162

2014-15: 119

2013-14: 184

### 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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

4

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

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:

We are working with the department of mathematics to offer more math education courses for our majors.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We are in the process of expanding on the STEM program outreach and making STEM an emphasis in our upcoming restructuring of the College under our new Dean and Associate Dean.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The goal of ten prospective teachers applies to STEM fields in general.

### 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>.

**Academic year 2015-16**

**Did your program prepare teachers in science in 2015-16?**

**Yes**

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

**4**

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

**Yes**

**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 have a NOYCE Grant with a potential 13 students participating, however, none have completed the program.**

**Academic year 2016-17**

**Is your program preparing teachers in science in 2016-17?**

**Yes**

**How many prospective teachers did your program plan to add in science in 2016-17?**

**5**

**Provide any additional comments, exceptions and explanations below:**

**We are actively working to expand our STEM program outreach and are making STEM an emphasis in our upcoming restructuring of the College under our new Dean and Associate Dean.**

**Academic year 2017-18**

**Will your program prepare teachers in science in 2017-18?**

**Yes**

**How many prospective teachers does your program plan to add in science in 2017-18?**

**10**

**Provide any additional comments, exceptions and explanations below:**

**The ten teachers reflected in the goal above are for STEM in general.**

**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. (5205(a)(1)(A)(ii), 5206(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 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

**Yes**

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

**20**

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

**Yes**

**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 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

20

Provide any additional comments, exceptions and explanations below:

### Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

We are also in the process of restructuring of the College under our new Dean and Associate Dean to emphasize our outreach to ELLs.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

15

Provide any additional comments, exceptions and explanations below:

### Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(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



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:

We have four site-based teacher education programs. The teacher candidates and faculty meet on location (3 elementary schools, one early childhood lab school) and work in the classrooms throughout the week. Methods are taught in the schools and the practicing teachers assist with supervision and training of teacher candidates. In this real life practicum, the future teachers work with all children including limited English proficient, low income and those with disabilities.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001-BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	214	261	191	89
001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2015-16	125	266	124	99
001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2014-15	76	266	76	100
001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2013-14	233	265	232	100
035-EDUCATIONAL ADMINISTRATOR Evaluation Systems group of Pearson Other enrolled students	2			
011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	20	257	19	95
011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	28	264	27	96
011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	35	260	35	100
011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	100	264	99	99
027-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	1			
027-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	1			
018-FRENCH Evaluation Systems group of Pearson Other enrolled students	2			
016-HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson Other enrolled students	6			
016-HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2015-16	4			
016-HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson	2			

016-HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2013-14	14	254	13	93
012-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
012-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
012-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
012-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	10	271	10	100
014-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
014-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
014-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
014-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
024-MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
021-MUSIC Evaluation Systems group of Pearson Other enrolled students	8			
021-MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	8			
021-MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	8			
021-MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	20	259	20	100
NT051-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson Other enrolled students	2			
NT051-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2015-16	38	247	38	100
NT052-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson Other enrolled students	8			
NT052-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2015-16	39	243	35	90
NT102-NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson Other enrolled students	54	227	39	72
NT102-NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2015-16	33	236	26	79
NT103-NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson Other enrolled students	52	228	36	69
NT103-NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2015-16	33	236	26	79

NT301-NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students				
NT301-NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT507-NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson Other enrolled students	3			
NT001-NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	179	236	141	79
NT001-NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	22	251	19	86
NT002-NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	177	220	111	63
NT002-NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	22	223	16	73
NT003-NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	176	229	118	67
NT003-NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	22	233	18	82
NT104-NES ESSENTIAL COMPONENTS OF ELEM. READING INSTRUCT. Evaluation Systems group of Pearson Other enrolled students	12	224	9	75
NT104-NES ESSENTIAL COMPONENTS OF ELEM. READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2015-16	26	232	21	81
NT310-NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT311-NES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
NT311-NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT304-NES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
NT304-NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
NT201-NES MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
NT204-NES MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
NT504-NES MUSIC Evaluation Systems group of Pearson Other enrolled students	6			
NT504-NES MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT506-NES PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
NT506-NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
NT303-NES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	8			

NT601-NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16				
NT601-NES SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	17	239	14	82
NT601-NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
029-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
029-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
029-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
029-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
013-READING Evaluation Systems group of Pearson Other enrolled students	1			
015-SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
015-SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
015-SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
015-SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	9			
020-SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
020-SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
020-SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			
032-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	11	264	11	100
032-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
032-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
032-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	258	14	100
005-TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson Other enrolled students	8			
005-TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2015-16	26	252	22	85
005-TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2014-15	6			
005-TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2013-14	40	248	37	93

003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson Other enrolled students	47	227	47	100
003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2015-16	14	260	13	93
003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2014-15	34	260	32	94
003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2013-14	106	260	103	97
004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	16	250	12	75
004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	12	261	12	100
004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2014-15	13	257	12	92
004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2013-14	75	260	71	95
031- TESOL Evaluation Systems group of Pearson Other enrolled students	4			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	148	121	82
All program completers, 2014-15	76	72	95
All program completers, 2013-14	235	220	94

### 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.

a) Web Portfolio: Students prepare a portfolio to be used for

entrance into the Teacher Education Program. Along with the website on digital portfolios, they use the requirements of the TEP application as a guideline and create

b) WebQuest: students create an interdisciplinary (content

areas: reading, math, social studies, and science), thematic unit for use on the web. Students use the guidelines and samples presented on the Web Quest websites and incorporate the activities from class lectures. Students create an innovative thematic unit incorporating individual lessons for math, science, language arts, social studies and the arts. They incorporate the use of essential questions to encourage inquiry among students. [Technology Integration; Data Collection; Analyze Data]

c) Field Experience and Reflection (in-pairs): Students will form a team of two for these assignments. a)\*Observation\*: Students will have a chance to observe a elementary, middle, or high school teacher using technology in their classrooms; b)\*Teaching\*: Each team will create a lesson plan that they will teach to the class observed. They attempt to develop a lesson plan that is aligned with what the classroom teacher intends to teach on their teaching day; c) \*Individual paper/report\*:

Although the observation and teaching experience is done in pairs, each student is required to write a reflection paper addressing the issues, concerns, opportunities, and overall experiences during this process. Lastly, a reflection on these experiences is required and should reflect serious thought concerning the issues and anxieties that you experienced

during this process. [Technology Integration; Analyze Data]

### 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.

The courses identified below provide training for pre-service teachers who will be participating on the Individualized Education Program teams as teachers. SPED 350/500 has a large section of its course instruction on IDEA, its history, and requirements. This includes the complete IEP process involving team membership, their roles, goals, objectives, and more. In SPED 360/523 pre-service teachers are taught the accommodations that should be made for students with special needs. An example is the site-based teacher education program Movemos which is located at a local public school. In Movemos, teacher candidates are provided real-life experiences in the inclusive classroom.

General education students take SPED 458/558 as an elective. In this course students are required to prepare and participate in mock IEP meetings where they prepare to play different roles of team members based on scenarios provided by the professor.

Regarding training general education pre-service teachers to effectively teach students who have limited English proficiency and who are also placed in special education, SPED 568 and SPED 565 were designed with that purpose in mind.

SPED 350/500 Introduction to Special Education in a Diverse Society

SPED 360/325 Curriculum for Diverse Exceptional Learners

SPED 458/558 Intellectual Disabilities in a Diverse Society

SPED 568 Bilingual Special Ed. and ESL Methods for Monolingual Teachers Working with SPED Students

SPED 565 Socio-Cultural Perspectives Bilingual/Multicultural SPED

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.

See above. The special education licensure is a dual-licensure program such that students receive both elementary education and special education licensure and complete all required practica and field experience specific to each licensure area.

### Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

**Supporting Files**

**Complete Report Card**

AY 2015-16

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