



New Mexico State University  
Traditional Report AY 2018-19  
New Mexico



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Boren

**PHONE**

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rboren@nmsu.edu

# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

12

# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Application, experience in a classroom or working w/ children, resume, communit...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Successful completion of Comprehensive Exam, Student Teaching, B or better in ...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="260"/>
Number of clock hours required for student teaching	<input type="text" value="640"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

3

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

18

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

34

**Number of students in supervised clinical experience during this academic year**

34

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

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	242
Subset of Program Completers	90

Gender	Total Enrolled	Subset of Program Completers
Male	64	19
Female	177	71
Non-Binary/Other	0	0
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	2
Asian	2	0
Black or African American	4	1
Hispanic/Latino of any race	136	54
Native Hawaiian or Other Pacific Islander	0	0
White	93	32



Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	2	1
<b>No Race/Ethnicity Reported</b>	1	0

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="31"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	8
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="19"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="31"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="23"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="8"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="7"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program 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  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. 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.





## 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

2 teachers; incorporate basic math requirements as part of the 120 credit hours in each program.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

incorporate basic math requirements as part of the 120 credit hours in each program; work with Educators Rising for teacher recruitment

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

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

2 teachers; Incorporate math curriculum into TEP courses.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

2 teachers

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

2 teachers Incorporate science curriculum into all TEP courses.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

Incorporate science curriculum into all TEP courses.

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

6. Provide any additional comments, exceptions and explanations below:

We will revisit this goal as we examine our targets and progress next year.

## Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

2 teachers

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

2 teachers

## 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

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Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

2 teachers

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

At least one Special Education course was incorporated in to all TEP programs.

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

6. Provide any additional comments, exceptions and explanations below:

We will revisit this goal over the course of next year.

## Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

2 teachers; Incorporate special education curriculum into TEP courses.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

2 teachers

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

10 teachers Incorporated a bilingual course as part of the 120 credit hours required to graduate.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

Incorporated a bilingual course as part of the 120 credit hours required to graduate.



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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

10 teachers Incorporate bilingual/tesol issues and topics into TEP coursework.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

15 teachers

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## 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 All enrolled students who have completed all noncl	2			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2018-19	6			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2017-18	26	267	26	100
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2016-17	74	267	74	100
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2016-17	1			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2016-17	13	248	13	100
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2018-19	7			
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2017-18	39	250	39	100
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2016-17	22	252	22	100
NT051.2 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT051.2 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..2 Evaluation Systems group of Pearson All program completers, 2018-19	22	248	22	100
NT051.2 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT051.2 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2018-19	29	247	29	100
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2017-18	36	251	35	97
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2016-17	35	252	34	97
NT107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All program completers, 2018-19	20	247	20	100
NT107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All program completers, 2017-18	7			
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2017-18	18	230	18	100
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2016-17	40	237	38	95
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All program completers, 2018-19	29	236	27	93
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All program completers, 2017-18	26	242	25	96
NT102.2 -NES ELEMENTARY EDUCATION I.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	226	16	73
NT102.2 -NES ELEMENTARY EDUCATION I.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2017-18	14	235	14	100
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2016-17	40	238	37	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All program completers, 2018-19	29	244	27	93
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All program completers, 2017-18	30	246	28	93
NT103.2 -NES ELEMENTARY EDUCATION II.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	235	17	85
NT103.2 -NES ELEMENTARY EDUCATION II.2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2018-19	6			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT301.2 -NES ENGLISH LANGUAGE ARTS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	133	245	124	93
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	81	248	80	99
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	69	251	69	100
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	32	252	31	97
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	134	232	122	91
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	82	234	78	95
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	69	235	67	97
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	32	240	30	94
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	133	246	126	95
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	82	242	79	96
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	69	249	67	97
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	32	249	29	91
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2018-19	24	238	23	96
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2017-18	37	237	34	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2016-17	35	240	35	100
NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT304.1 -NES MATHEMATICS.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT304.1 -NES MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
NT504 -NES MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
NT504.1 -NES MUSIC.1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT504.1 -NES MUSIC.1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
NT504.2 -NES MUSIC.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
NT601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	12	238	12	100
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	10	252	10	100
NT601.2 -NES SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2018-19	1			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2017-18	6			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2016-17	24	250	23	96
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2016-17	1			
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	1			

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	88	79	90
All program completers, 2017-18	96	90	94
All program completers, 2016-17	107	100	93

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. 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.

One area in particular where we have used several sources of data to help direct program changes is in how we prepare our teacher candidates to integrate technology into their instruction and assessment. Based on feedback from completer and employer surveys and student teaching assessments, it is clear that we need to better prepare our candidates to use technology effectively, and a key way we have begun to address this is in the EDLT 368 course, Integrating Technology with Teaching, that all teacher candidates have to take. Core faculty who teach this class have already implemented or are planning to implement the following changes to the course: We are reinvigorating how we train teachers to use games and apps, particularly by having our teacher candidates: a) play and deconstruct games and apps for education, b) research pedagogical perspectives of Game-Based Learning, gamification, and gameful learning, and c) wireframe (design) Marvel games. We are also well aware the coding is an important area of technology and that students are now introduced to this skill at a very young age. We are looking into tools like the MIT created Scratch and Alice, a digital storytelling platform. Using podcasting and movies for learning are also being planned for upcoming semesters. This includes the analysis and creation of podcasts as a midpoint assessment and making short movies. We are also creating a Knowledge Center, which is in the early works but will be a module with co-created activities and resources for topics such as classroom leadership, i.e. Bellwork, class newsletters, contracts, technology evaluations, etc. Technology standards from InTASC are also integrated into courses and assignments in all programs, including key assessments during practicum and student teaching, although these do need to be made more explicit in the assessments (particularly the Evidence of Student

Learning and DULCE) as they are often folded into scoring areas with other criteria outside of technology integration/utilization specifically. We also have several assignments throughout candidate preparation that require them to demonstrate effective use of technology for the areas in the questions above.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

Students in all TEP programs are required to take at least one special education course. All program areas take at least two courses.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

A representative from the public schools comes into the student teaching seminars and does a mock IEP. She explains what an IEP is and how to prepare adequately for one.

#### c. Effectively teach students who are limited English proficient.

Students in all TEP programs are required to take at least one bilingual/tesol course. The bilingual/tesol endorsement is embedded into the elementary education program.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

All special education preservice teachers are required to take 8 special education courses. They also complete student teaching in a special education classroom.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Attending and preparing for IEPs is part of the student teaching experience.

#### c. Effectively teach students who are limited English proficient.

All special education majors are required to take at least one bilingual/tesol course as part of their program.



## Contextual Information

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Please see our CAEP reporting measures for additional information about our program: <https://education.nmsu.edu/college-overview/accreditation/unit-reports-2012-to-present/>

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Rachel Boren

TITLE:

Director, Evaluation and Effectiveness

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Henrietta Pichon

TITLE:

Interim Associate Dean, Academic Affairs