

Title II

Higher Education Act

SUBMIT REPORTS

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University of Georgia
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Georgia
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Georgia

Address: G-3 Aderhold Hall

Athens, GA, 30602

Contact Name: Dr. James Marshall

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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/oi/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? |
|--|---|
| Agriculture Education | No |
| Art | No |
| Biology | No |
| Birth Through Five Education Program | No |
| Business Education | No |
| Chemistry | No |
| Dance | No |
| Early Childhood Education (ECE) | No |
| Earth/Space Science | No |
| Economics | No |
| Educational Leadership Performance-based NL5 | No |
| Educational Leadership Performance-based PL6 | No |
| English | No |
| Family and Consumer Science | No |
| French | No |
| Geography | No |
| German | No |
| Health and Physical Education | No |
| Health Occupations | No |
| History | No |
| Latin | No |
| Marketing Education | No |
| Mathematics | No |
| Media Specialist | No |
| Middle Grades | No |
| Music | No |
| Physics | No |
| Political Science | No |
| School Counselor | No |
| School Nutrition Director | No |
| Spanish | No |
| Special Education Adapted Curriculum | No |
| Special Education General Curriculum | No |

| | |
|---|----|
| Special Education Preschool | No |
| Speech Language Pathology | No |
| Technology Education | No |
| Trade and Industrial Education | No |
| Total number of teacher preparation programs: 37 | |

Section I.b Admissions

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

Other Junior or Senior year depending on program

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.coe.uga.edu/admissions/applying-to-coe/>

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript | Yes | No |
| Fingerprint check | No | No |
| Background check | No | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | Yes | Yes |
| Minimum GPA in professional education coursework | Yes | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | Yes | No |
| Minimum basic skills test score | Yes | No |
| Subject area/academic content test or other subject matter verification | No | No |
| Recommendation(s) | Yes | Yes |
| Essay or personal statement | Yes | No |
| Interview | No | No |
| Other | No | No |

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

2.8

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.39

What is the minimum GPA required for completing the program?

2.8

What was the median GPA of individuals completing the program in academic year 2011-12

3.53

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

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 | No |
| Fingerprint check | No | No |
| Background check | No | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | 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 | No |
| Subject area/academic content test or other subject matter verification | No | No |
| Recommendation(s) | Yes | Yes |
| Essay or personal statement | Yes | No |
| Interview | No | No |
| Other GRE Scores | 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 2011-12

3.92

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.9

Section I.c Program 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.

| | |
|---|------|
| Total number of students enrolled in 2011-12: | 1119 |
| Unduplicated number of males enrolled in 2011-12: | 258 |
| Unduplicated number of females enrolled in 2011-12: | 861 |

| 2011-12 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 0 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 2 |
| Asian: | 37 |
| Black or African American: | 107 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 930 |
| Two or more races: | 13 |

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

| | |
|---|------|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 345 |
| Average number of clock hours required for student teaching | 480 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 78 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 0 |
| Number of students in supervised clinical experience during this academic year | 1104 |

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 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that

cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--|------------------------|
| Education - General | |
| Teacher Education - Special Education | 103 |
| Teacher Education - Early Childhood Education | 13 |
| Teacher Education - Elementary Education | 133 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 105 |
| Teacher Education - Secondary Education | 200 |
| Teacher Education - Multiple Levels | 189 |
| Teacher Education - Agriculture | 23 |
| Teacher Education - Art | 32 |
| Teacher Education - Business | 7 |
| Teacher Education - English/Language Arts | 54 |
| Teacher Education - Foreign Language | 22 |
| Teacher Education - Health | 22 |
| Teacher Education - Family and Consumer Sciences/Home Economics | 9 |
| Teacher Education - Technology Teacher Education/Industrial Arts | 3 |
| Teacher Education - Mathematics | 80 |
| Teacher Education - Music | 31 |
| Teacher Education - Physical Education and Coaching | 22 |
| Teacher Education - Reading | 2 |
| Teacher Education - Science Teacher Education/General Science | 23 |
| Teacher Education - Social Science | 33 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 10 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | 2 |
| Teacher Education- History | 36 |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 20 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |

| | |
|--|---|
| Teacher Education - Earth Science | 3 |
| 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 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 103 |
| Teacher Education - Early Childhood Education | 13 |
| Teacher Education - Elementary Education | 133 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 105 |
| Teacher Education - Secondary Education | 200 |
| Teacher Education - Agriculture | 23 |
| Teacher Education - Art | 32 |
| Teacher Education - Business | 7 |
| Teacher Education - English/Language Arts | 54 |
| Teacher Education - Foreign Language | 22 |
| Teacher Education - Health | 22 |
| Teacher Education - Family and Consumer Sciences/Home Economics | 9 |
| Teacher Education - Technology Teacher Education/Industrial Arts | 3 |
| Teacher Education - Mathematics | 80 |
| Teacher Education - Music | 31 |
| Teacher Education - Physical Education and Coaching | 22 |
| Teacher Education - Reading | 2 |
| Teacher Education - Science | |
| Teacher Education - Social Science | 33 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 10 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |

| | |
|--|----|
| Teacher Education - French | |
| Teacher Education - German | 2 |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 20 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | 3 |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |

| | |
|---|--|
| Physics | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other Specify: | |

Section I.f Program Completers

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

2011-12: 588

2010-11: 678

2009-10: 670

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

5

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

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 have worked with the Mathematics Department to identify students who are candidates for a dual degree in mathematics and mathematics education, and we have significantly increased our numbers of dual majors. We have also worked at recruiting at both the undergraduate and graduate levels. This is something we need to continue to do. We are looking at strategies from UTeach and the research literature. We have also hired a certification advisor who is dedicated to recruiting and advising prospective mathematics teachers.

Provide any additional comments, exceptions and explanations below:

Our numbers have fluctuated significantly, from a high of 55 to a low of 36 over the last 8 years. Our goal is to increase our enrollment by 5 a year until we get to 65-70, which is our capacity (50 undergraduates and 15-20 MAT/nondegree students).

These are the data that have been submitted to APLU as far as actual production and targets.

Year Actual Target

2006 49

2007 36

2008 40

2009 50

2010 41 45

2011 55 50

2012 40 55

2013 60

2014 65

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

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

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

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

Academic year 2011-12**Did your program prepare teachers in science in 2011-12?**

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

In an attempt to broaden the base of possible MAT students (those gaining certification at the graduate level), we modified our criteria for science content course preparation (see <http://www.coe.uga.edu/mse/academic-programs/science-education/certification-in-secondary-science/course-prerequisites/>). Our prior insistence on upper-level course preparation in specific aspects of each certification field ("Option 2" on the document referenced above; more similar to our undergraduate major requirements) was reported by the Graduate Coordinator to be discouraging a very large number of potential applicants who would otherwise have a great interest in the program and whose transcripts, evaluated more holistically, indicated that they had significant potential as science teachers. Our alternative, new operational definition of minimum requirements ("Option 1" in the document) relies on the Georgia standardized content test (GACE) plus a requirement for the same number of courses, but allows for more subjective judgment by the Graduate Coordinator about admissions from a much larger pool of potential applicants.

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

We have maintained this policy so far, and it has attracted several students who are about to graduate from the program and have been quite successful. Another effect, however, has been to increase the amount of administrative time devoted to MAT recruitment and admissions, to the extent that when the former Graduate Coordinator became overall Program Coordinator for Science Education, in order to persuade any of the other faculty to serve as Graduate Coordinator it was necessary to lessen that load by creating a new, additional administrative position of MAT Coordinator.

Provide any additional comments, exceptions and explanations below:

Total number of MAT admissions and enrollments did not rise significantly. The likely explanation is the changing teacher job market over the past few years in which, for the first time in memory, many of our graduates had significant difficulty in finding a full-time position in the kind of setting or geographic area of their choice.

Academic year 2012-13**Is your program preparing teachers in science in 2012-13?**

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Provide any additional comments, exceptions and explanations below:**Academic year 2013-14****Will your program prepare teachers in science in 2013-14?**

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

The number of students entering the undergraduate major (a process that most typically occurs during their junior year) has increased by about 50% during 2012-13 compared to other recent years. We hope to increase the number of undergraduates enrolled in our Science Education classes by capping the enrollment in our Fall cohort (those who take the "Methods, Block 1" courses in Fall and do Student Teaching ("Block 2") in Spring and growing the number of students in our Spring cohort (Block 1 in Spring, Block 2 in the following Fall semester). The primary administrative strategy that we are currently trying to implement to achieve this is to set specific application deadlines for granting of Permission of Department status to enroll in the Block 1 courses in particular, and to enforce them.

Section II. Annual Goals - Special Education

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

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

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

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

45

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

We increased marketing both at UGA and outreach to other Georgia IHE who may have students who wish to transfer into our program

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 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

45

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

45

Provide any additional comments, exceptions and explanations below:**Section II. Annual Goals - LEP**

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

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

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

Academic year 2011-12**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

25

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The courses ensured to cover instructional methods and strategies to teach English Language Learners.

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

1. We ensure to meet the NCATE and PSC standards.
2. The ESOL endorsement program coordinator meet with instructors of each ESOL endorsement courses regularly to ensure the quality of the program and meet the program goals.

Provide any additional comments, exceptions and explanations below:**Academic year 2012-13****Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

25

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

25

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

In the fall of 2009, the College of Education forged a professional development school collaboration with the Clarke County School District with the opening of the J.J. Harris Elementary School. J.J. Harris is a public elementary school serving over 500 students in grades K-5. The school population is approximately 70% Latino and 99% of the children are eligible for free or reduced lunch. The collaborative work of J.J. Harris and the College of Education is coordinated by a COE "Professor-in-Residence and supported by a Steering Committee made up of members from the COE, the CCSD, and the community. During the 2009-10 academic year, the school hosted 12 Early Childhood Student Teachers, 11 Early Childhood practicum students, 2 Middle Grades practicum students, 6 students completing the Masters level Early Childhood Certificate option and over 50 volunteers. In addition 56 Early Childhood students participated in methods classes held on-site at the school, furthering the integration of theory and practice.

Based on the success of the J.J. Harris project, the COE and CCSD have enlarged their partnership to include the addition of 2 middle schools, 2 elementary schools, and a career academy for secondary students in the district. Each of these schools will have a COE "Professor-in-Residence"—all full-time faculty members in the College of Education—and each will host student teachers and practicum students at the same level as J.J. Harris. This collaborative project is making it possible for the teacher education programs in the College of Education to move towards their goal of establishing a more thoroughly clinical approach to teacher preparation.

Section III. Assessment Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|------------------------------------|----------------------------------|-------------------------------------|------------------------------|
| 040 -AGRICULTURAL EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 040 -AGRICULTURAL EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 22 | 245 | 21 | 95 |
| 040 -AGRICULTURAL EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 244 | 18 | 95 |
| 040 -AGRICULTURAL EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 26 | 247 | 26 | 100 |
| 041 -AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 041 -AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 22 | 245 | 20 | 91 |
| 041 -AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 236 | 17 | 89 |
| 041 -AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 26 | 243 | 26 | 100 |
| 109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses | 2 | | | |
| 109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students | 21 | 255 | 21 | 100 |
| 109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 29 | 254 | 28 | 97 |
| 109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 27 | 252 | 26 | 96 |

| | | | | |
|--|----|-----|----|-----|
| 109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 28 | 249 | 28 | 100 |
| 110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses | 2 | | | |
| 110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students | 21 | 254 | 21 | 100 |
| 110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 29 | 248 | 28 | 97 |
| 110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 27 | 248 | 26 | 96 |
| 110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 28 | 245 | 28 | 100 |
| 026 -BIOLOGY: TEST I Evaluation Systems group of Pearson Other enrolled students | 17 | 253 | 16 | 94 |
| 026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 10 | 258 | 9 | 90 |
| 026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 249 | 19 | 100 |
| 026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 259 | 11 | 100 |
| 027 -BIOLOGY: TEST II Evaluation Systems group of Pearson Other enrolled students | 17 | 251 | 17 | 100 |
| 027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 10 | 249 | 9 | 90 |
| 027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 247 | 19 | 100 |
| 027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 256 | 11 | 100 |
| 005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson Other enrolled students | 3 | | | |

| | | | | |
|--|----|-----|----|-----|
| 005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 13 | 249 | 13 | 100 |
| 005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 244 | 19 | 100 |
| 005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 2 | | | |
| 006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 13 | 238 | 13 | 100 |
| 006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 19 | 243 | 19 | 100 |
| 006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 2 | | | |
| 042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students | 5 | | | |
| 042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 4 | | | |
| 042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 15 | 241 | 14 | 93 |
| 042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 7 | | | |
| 043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students | 5 | | | |
| 043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 4 | | | |
| 043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 15 | 247 | 15 | 100 |
| 043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 7 | | | |

| | | | | |
|---|-----|-----|-----|-----|
| 028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 2 | | | |
| 028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 4 | | | |
| 029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 2 | | | |
| 029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 4 | | | |
| 001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students | 97 | 246 | 92 | 95 |
| 001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 128 | 249 | 125 | 98 |
| 001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 165 | 249 | 163 | 99 |
| 001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 143 | 251 | 142 | 99 |
| 002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students | 97 | 257 | 97 | 100 |
| 002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 128 | 258 | 127 | 99 |
| 002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 165 | 259 | 164 | 99 |
| 002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 143 | 264 | 143 | 100 |
| 038 -ECONOMICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 1 | | | |

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|--|----|-----|----|-----|
| 038 -ECONOMICS: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 3 | | | |
| 039 -ECONOMICS: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 1 | | | |
| 039 -ECONOMICS: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 3 | | | |
| 020 -ENGLISH: TEST I Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 27 | 253 | 27 | 100 |
| 020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 31 | 249 | 31 | 100 |
| 020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 38 | 251 | 38 | 100 |
| 021 -ENGLISH: TEST II Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 27 | 249 | 27 | 100 |
| 021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 31 | 251 | 31 | 100 |
| 021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 38 | 253 | 37 | 97 |
| 044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses | 2 | | | |
| 044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson Other enrolled students | 8 | | | |
| 044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 6 | | | |
| 044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 12 | 249 | 12 | 100 |

| | | | | |
|---|----|-----|----|-----|
| 044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 249 | 11 | 100 |
| 045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses | 2 | | | |
| 045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson Other enrolled students | 8 | | | |
| 045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 6 | | | |
| 045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 12 | 240 | 12 | 100 |
| 045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 250 | 11 | 100 |
| 143 -FRENCH: TEST I Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 143 -FRENCH: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 1 | | | |
| 143 -FRENCH: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 144 -FRENCH: TEST II Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 144 -FRENCH: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 1 | | | |
| 144 -FRENCH: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 036 -GEOGRAPHY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 2 | | | |
| 036 -GEOGRAPHY: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 037 -GEOGRAPHY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 2 | | | |

| | | | | |
|--|----|-----|----|-----|
| 037 -GEOGRAPHY: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 145 -GERMAN: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |
| 145 -GERMAN: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 146 -GERMAN: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |
| 146 -GERMAN: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 19 | 255 | 19 | 100 |
| 115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 25 | 249 | 24 | 96 |
| 115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 23 | 250 | 23 | 100 |
| 116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 19 | 259 | 19 | 100 |
| 116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 25 | 254 | 25 | 100 |
| 116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 22 | 260 | 22 | 100 |
| 034 -HISTORY: TEST I Evaluation Systems group of Pearson Other enrolled students | 17 | 255 | 17 | 100 |
| 034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 33 | 253 | 32 | 97 |

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|---|----|-----|----|-----|
| 034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 32 | 244 | 32 | 100 |
| 034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 49 | 246 | 49 | 100 |
| 035 -HISTORY: TEST II Evaluation Systems group of Pearson Other enrolled students | 19 | 249 | 19 | 100 |
| 035 -HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 33 | 250 | 33 | 100 |
| 035 -HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 32 | 242 | 30 | 94 |
| 035 -HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 49 | 245 | 48 | 98 |
| 147 -LATIN Evaluation Systems group of Pearson All program completers, 2010-11 | 1 | | | |
| 046 -MARKETING EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 3 | | | |
| 046 -MARKETING EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 8 | | | |
| 046 -MARKETING EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 4 | | | |
| 047 -MARKETING EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 3 | | | |
| 047 -MARKETING EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 8 | | | |
| 047 -MARKETING EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 4 | | | |
| 022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson Other enrolled students | 30 | 261 | 28 | 93 |
| 022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 39 | 273 | 39 | 100 |

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|--|----|-----|----|-----|
| 022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 52 | 272 | 52 | 100 |
| 022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 40 | 274 | 40 | 100 |
| 023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson Other enrolled students | 28 | 250 | 26 | 93 |
| 023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 39 | 256 | 39 | 100 |
| 023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 52 | 259 | 51 | 98 |
| 023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 40 | 264 | 40 | 100 |
| 011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students | 20 | 253 | 20 | 100 |
| 011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12 | 20 | 251 | 20 | 100 |
| 011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11 | 22 | 244 | 22 | 100 |
| 011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10 | 24 | 251 | 24 | 100 |
| 013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 29 | 254 | 28 | 97 |
| 013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12 | 31 | 254 | 31 | 100 |
| 013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11 | 32 | 251 | 32 | 100 |
| 013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10 | 28 | 261 | 28 | 100 |
| 012 -MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |

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|---|----|-----|----|-----|
| 014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students | 21 | 243 | 19 | 90 |
| 014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12 | 21 | 252 | 21 | 100 |
| 014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11 | 17 | 250 | 17 | 100 |
| 014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10 | 19 | 246 | 18 | 95 |
| 015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students | 29 | 236 | 25 | 86 |
| 015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12 | 29 | 236 | 28 | 97 |
| 015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11 | 33 | 233 | 32 | 97 |
| 015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10 | 23 | 236 | 20 | 87 |
| 111 -MUSIC: TEST I Evaluation Systems group of Pearson Other enrolled students | 9 | | | |
| 111 -MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 25 | 270 | 25 | 100 |
| 111 -MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 26 | 267 | 26 | 100 |
| 111 -MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 31 | 271 | 31 | 100 |
| 112 -MUSIC: TEST II Evaluation Systems group of Pearson Other enrolled students | 9 | | | |
| 112 -MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 25 | 258 | 25 | 100 |
| 112 -MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 26 | 265 | 26 | 100 |

| | | | | |
|---|----|-----|----|-----|
| 112 -MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 31 | 256 | 31 | 100 |
| 032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |
| 032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 4 | | | |
| 032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 3 | | | |
| 033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |
| 033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 4 | | | |
| 033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 3 | | | |
| 117 -READING: TEST I Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 118 -READING: TEST II Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 024 -SCIENCE: TEST I Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 024 -SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 3 | | | |
| 024 -SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 4 | | | |
| 024 -SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |

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|---|----|-----|----|-----|
| 025 -SCIENCE: TEST II Evaluation Systems group of Pearson Other enrolled students | 6 | | | |
| 025 -SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 3 | | | |
| 025 -SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 4 | | | |
| 025 -SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 1 | | | |
| 141 -SPANISH: TEST I Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 20 | 258 | 20 | 100 |
| 141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 14 | 252 | 14 | 100 |
| 141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 254 | 11 | 100 |
| 142 -SPANISH: TEST II Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 20 | 246 | 19 | 95 |
| 142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 14 | 248 | 14 | 100 |
| 142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 11 | 262 | 11 | 100 |
| 083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 11 | 255 | 11 | 100 |
| 083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 10 | 252 | 10 | 100 |

| | | | | |
|--|-----|-----|-----|-----|
| 083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 18 | 251 | 18 | 100 |
| 084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 11 | 256 | 11 | 100 |
| 084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 10 | 249 | 10 | 100 |
| 084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 18 | 249 | 18 | 100 |
| 081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students | 57 | 245 | 56 | 98 |
| 081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 83 | 245 | 83 | 100 |
| 081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2010-11 | 103 | 244 | 101 | 98 |
| 081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 77 | 246 | 77 | 100 |
| 082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students | 57 | 244 | 56 | 98 |
| 082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 84 | 239 | 84 | 100 |
| 082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2010-11 | 103 | 239 | 101 | 98 |
| 082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 77 | 245 | 77 | 100 |
| 048 -TECHNOLOGY EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 048 -TECHNOLOGY EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |

| | | | | |
|--|---|--|--|--|
| 048 -TECHNOLOGY EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10 | 2 | | | |
| 049 -TECHNOLOGY EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 049 -TECHNOLOGY EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12 | 2 | | | |
| 049 -TECHNOLOGY EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10 | 2 | | | |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2011-12 | 535 | 526 | 98 |
| All program completers, 2010-11 | 646 | 634 | 98 |
| All program completers, 2009-10 | 580 | 577 | 99 |

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. 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.

Students are taught to use a wide range of web-based learning tools, including search engines, blogs, listservs, and visual media to develop lessons for their students during their field-based practica and student teaching experiences. They work in groups to develop web-based projects as demonstrations of what is possible in classrooms. And they are required to take discipline-specific methods courses where they learn specialized technological web-tools for teaching in their subject area.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
- Yes
- **participate as a member of individualized education program teams**
- Yes
- **teach students who are limited English proficient effectively**
- Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher candidates are required to take either SPED 4020/6020 if they are preparing to teach in grades P-K-5 or SPED 4030/6030 if they are preparing to teach in grades 6-12 All classes include an overview of disabilities and the research-based instructional strategies that best serve special education populations.

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.

We teach our candidates how to individualize instruction for students with disabilities using evidence based practices along with data based decision making. Candidates learn to problem solve and work with other teachers to meet the needs of students in general classroom settings as well as in specialized placements. Candidates learn about the IEP process throughout their program and apply content knowledge throughout their program in clinical school based settings. Candidates are in extensive practicum placements throughout their program. They document their knowledge through course activities and exams, field based activities and through foliotek (the College wide e portfolio assessment system).

While issues related to effectively teaching students who are not English proficient have been covered in various classes across our curriculum, we need to closely examine each of our emphasis areas to make sure all candidates are prepared in this 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

University of Georgia

Traditional Program

2011-12

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Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 12/31/2015)