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University of Georgia
Traditional Program

2014 | Title II
Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: University of Georgia
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Georgia

Address: G-3 Aderhold Hall

 Athens, GA, 30602

Contact Name: Dr. Laura Bierema
Phone: 706-542-4051
Email: bierema@uga.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2013

Grantee name: USDOE

Project name: PL 107-110 ESEA, as amended by No Child Left Behind Title II, Part A, Teacher and principal training

Grant number: S367B120011-12A

List partner districts/LEAs:

School Systems with < 98.9% HiQ % of Students Living in Poverty

Atlanta Public Schools 30.90%

Berrien County 33.70%

Brantley County 32.40%

Brooks County 38.40%

Butts County 23.50%

Calhoun County 41%

Clay County 58.30%

Cobb County 20.00%

Coffee County 39.30%

Crawford County 29.80%

DeKalb County 26.50%

Dooly County 34.90%

Dougherty County 49.20%

Dublin City--Laurens Co 28.90%

Fulton County 23.90%

Grady County 38.30%

Hancock County 42%

Haralson County 28.70%

Heritage Preparatory Academy--Houston Co 21.20%

Jenkins County 45.70%

Lamar County 26.80%

Lanier County 33.70%

Macon County 40.10%

McIntosh County 32.80%

Mitchell County 40.70%

Montgomery County 32.80%

Morgan County 24.30%

Pulaski County 28.40%
 Quitman County 44.40%
 Richmond County 39.10%
 Taliaferro County 48.90%
 Thomaston-Upson County 31.80%
 Thomasville City--Thomas Co 35.50%
 Treutlen County 42.40%
 Trion City--Floyd Co 26.30%
 Twiggs County 32.10%
 Wilkes County 38.70%
 Wilkinson County 33.00%

List other partners:

Banks County
 Bartow County
 Camdeon County
 Catoosa County
 Chatagooga County
 Cherokee County
 Clarke County
 Clayton County
 Clinch County
 Coweta County
 Dade County
 Dawson County
 Dectur County
 Dublin City
 Early County
 Fannin County
 Floyd County
 Forsyth County
 Freanklin County
 Gilmer County
 Glynn County
 Gordon County
 Habersham County
 Hall County
 Harris County
 Hart County
 Jackson County
 Lumpkin County
 Murray County
 Muscogee County
 Newton County
 Oglethorpe County
 Pickens County
 Pierce County
 Rabun County
 Stephens County
 Sumter County
 Talbot County
 Towns County
 Troup County
 Turner County
 Union County
 Walker County
 Walton County
 Wayne County
 White County
 Whitfield County
 Charlton County
 Jones County

Project Type: Residency

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

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 comments 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	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.39

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.55

Please provide any additional comments about the information provided above:

The GACE Program Admissions tests can be exempted by either the student's SAT or ACT scores.

- Verbal and Math composite score of 1000 on the SAT;
- English and Math composite score of 43 on the ACT; or
- Verbal and Quantitative composite score of 1030 (prior to 8/1/11) on the GRE
- Verbal and Quantitative composite score of 297 (taken after 8/1/11) on the GRE

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	Yes	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	No

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 2012-13

3.96

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.84

Please provide any additional comments about the information provided above:

Students can exempt GACE Basic Skills with appropriate GRE Scores, SAT Scores or ACT Scores.

- Verbal and Math composite score of 1000 on the SAT;
- English and Math composite score of 43 on the ACT; or
- Verbal and Quantitative composite score of 1030 (prior to 8/1/11) on the GRE
- Verbal and Quantitative composite score of 297 (taken after 8/1/11) on the GRE

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	803
Unduplicated number of males enrolled in 2012-13:	149
Unduplicated number of females enrolled in 2012-13:	638

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	33
Black or African American:	50
Native Hawaiian or Other Pacific Islander:	0
White:	659
Two or more races:	17

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	400
Average number of clock hours required for student teaching	520
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	75
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	594
Number of students in supervised clinical experience during this academic year	576

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 2012-13. 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	76
Teacher Education - Early Childhood Education	10
Teacher Education - Elementary Education	106
Teacher Education - Junior High/Intermediate/Middle School Education	109
Teacher Education - Secondary Education	188
Teacher Education - Multiple Levels	143
Teacher Education - Agriculture	32
Teacher Education - Art	34
Teacher Education - Business	5
Teacher Education - English/Language Arts	55
Teacher Education - Foreign Language	10
Teacher Education - Health	15
Teacher Education - Family and Consumer Sciences/Home Economics	15
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	66
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	24
Teacher Education - Social Science	38
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	16
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	28
Teacher Education - Physics	
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	70
Teacher Education - Early Childhood Education	10
Teacher Education - Elementary Education	106
Teacher Education - Junior High/Intermediate/Middle School Education	109
Teacher Education - Secondary Education	188
Teacher Education - Agriculture	32
Teacher Education - Art	34
Teacher Education - Business	5
Teacher Education - English/Language Arts	55
Teacher Education - Foreign Language	10
Teacher Education - Health	15
Teacher Education - Family and Consumer Sciences/Home Economics	15
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	66
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	38
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	16
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	
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:

2012-13: 543

2011-12: 588

2010-11: 678

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

5

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

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 need to find ways to recruit more majors. Majors fairs do not seem to be effective. We have a new director of Student Services in the college, and we are hopeful that she and her staff will be able to assist us with devising successful recruitment strategies. Making contact with students in calculus or post-calculus courses is an option as is working with advisors in arts and sciences to be sure they are aware of the opportunity for students to double-major in mathematics and mathematics education.

MAT enrollment continues to decline. We have attended job fairs, sent recruitment flyers to every institution in Georgia, and enhanced our web page. Knowing where to find prospective MAT students is difficult.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Yes

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

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

As described in the comments on last year's report, by setting earlier and more firm deadlines for admission to our "Block 1" courses (for both undergraduate and MAT students) we were better able to equalize enrollment in our Spring and Fall Semester cohorts. By capping Fall enrollment at the past-average of 23 students we avoided previously-endemic problems with initial school practicum placements created by last-minute applications/acceptances for Fall, and increased Spring enrollment by 5 additional students (13 vs. 8)

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

"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."

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

We did not meet this overall enrollment increase goal for this year because although admission to the undergraduate major increased, applications and especially admissions to the MAT program decreased by a slightly greater amount. I believe that the decrease in MAT applications can largely be attributed to the expiration of the Noyce grant and the one-year nature of the UGA/Clarke County Schools Teach to Learn program. Other sources of financial aid to help MAT tuition costs have not emerged.

It is noteworthy that in 2013-14 we succeeded in enrolling/preparing an unprecedented number of teachers in areas other than Biology (4 Chemistry, 3 Physics, and 6 Earth Science out of a total of 29 students; often in the past we have had cohorts consisting of more than 90% Biology students).

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii)**, **S206(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 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

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

80

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

We increased our outreach to advisors in COE and in Arts and Sciences.

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 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

80

Provide any additional comments, exceptions and explanations below:

We continued to share program information with relevant advisors and students services to recruit new students. We stepped up job fair activities and compiled a list of 2 yr. institutions to use as feeder programs.

Academic year 2014-15

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

Yes

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

80

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii)**, **S206(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 2012-13

Did your program prepare 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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Description of strategies used to achieve goal, if applicable:

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

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 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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:

The College of Education began working collaboratively with the Clarke County School District in 2008 to establish a vibrant and multi-faceted Professional Development School District (PDSD). The vision of the PDSD is to transform education at all levels through a systemic, sustained and comprehensive partnership. The teacher education programs made possible by the PDSD bring theory and practice together, give teacher candidates opportunities to engage in more frequent and varied clinical experiences and also provide teacher candidates with exposure to, and interaction with children from a variety of socio-economic and racial, ethnic, and cultural groups. The Clarke County School District has a diverse student body: 52% of the students are African-American, 23% are Hispanic, and 19% are white. Well over half of the students in the district qualify for free or reduced lunch and nearly 10% are enrolled in ESOL programs (a larger number speak a language other than English at home).

As of January 2014 the PDSD included 6 Professors-in-Residence (faculty who spend 50% of their time at a school) at 5 schools (1 middle school, 3 elementary schools, and the early learning center) plus a district-wide Professor-in-Residence who worked with principals and other administrators to facilitate leadership and supervision. The school-based Professors-in-Residence teach on-site courses and/or supervise student teachers, support professional learning opportunities for classroom teachers, work closely with school administrators, coordinate resources and participate in the placement of teacher candidates doing field placement and student teaching at the school. In addition to faculty working as Professors-in-Residence, ten other faculty taught College of Education courses on-site at local schools bringing the total number of on-site courses to 21, serving over 350 UGA students in the spring semester of 2014. Also during the current semester, at the eleven schools actively involved in the PDSD, there were 86 students doing their full-time student teaching and 124 students doing field placement or practicum experiences. In all, approximately 500 COE students participated in some aspect of the PDSD and benefited from the innovative and clinically-focused pedagogies of teacher education that are the essence of this partnership.

SECTION III - ASSESSMENT PASS 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 All program completers, 2012-13	28	247	28	100
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
041 -AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	28	243	27	96
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
109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	30	256	30	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	28	253	27	96
110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	30	255	30	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	28	249	27	96
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson Other enrolled students	13	255	12	92
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	15	259	15	100
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	10	260	9	90
026 -Biology: Test I Evaluation Systems group of Pearson All program completers, 2010-11	19	249	19	100
027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
027 -BIOLOGY: TEST II Evaluation Systems group of Pearson Other enrolled students	13	252	13	100
027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	15	251	15	100

027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	19	247	19	100
027 -Biology: Test II Evaluation Systems group of Pearson All program completers, 2010-11	19	247	19	100
005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
005 -BIRTH THROUGH FIVE: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	10	238	10	100
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
006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
006 -BIRTH THROUGH FIVE: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	10	233	9	90
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
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, 2012-13	2			
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
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, 2012-13	2			
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
028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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, 2012-13	1			
028 -Chemistry: Test I Evaluation Systems group of Pearson All program completers, 2010-11	2			

029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	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, 2012-13	1			
029 -Chemistry: Test II Evaluation Systems group of Pearson All program completers, 2010-11	2			
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	42	248	42	100
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	85	245	80	94
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	99	247	97	98
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	129	249	126	98
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	165	249	163	99
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	42	258	41	98
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	85	259	84	99
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	99	258	99	100
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	129	258	128	99
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	165	259	164	99
038 -ECONOMICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	1			
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	7			
020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	31	251	31	100
020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	28	253	28	100
020 -English: Test I Evaluation Systems group of Pearson All program completers, 2010-11	31	249	31	100

021 -ENGLISH: TEST II Evaluation Systems group of Pearson Other enrolled students				
021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	31	250	31	100
021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	28	250	28	100
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2010-11	31	251	31	100
044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson Other enrolled students	3			
044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	13	239	13	100
044 -FAMILY AND CONSUMER SCI ED: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	7			
044 -Family And Consumer Sci Ed: Test I Evaluation Systems group of Pearson All program completers, 2010-11	12	249	12	100
045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson Other enrolled students	3			
045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	13	245	12	92
045 -FAMILY AND CONSUMER SCI ED: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	7			
045 -Family And Consumer Sci Ed: Test II Evaluation Systems group of Pearson All program completers, 2010-11	12	240	12	100
143 -FRENCH: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
143 -FRENCH: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	1			
143 -French: Test I Evaluation Systems group of Pearson All program completers, 2010-11	1			
144 -FRENCH: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
144 -FRENCH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	1			
144 -French: Test II Evaluation Systems group of Pearson All program completers, 2010-11	1			
036 -Geography: Test I Evaluation Systems group of Pearson All program completers, 2010-11	2			
037 -Geography: Test II Evaluation Systems group of Pearson All program completers, 2010-11	2			
145 -GERMAN: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	2			
146 -GERMAN: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	2			

115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson Other enrolled students	2			
115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	14	251	14	100
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	26	249	25	96
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	14	258	14	100
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	26	254	26	100
034 -HISTORY: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
034 -HISTORY: TEST I Evaluation Systems group of Pearson Other enrolled students	17	248	16	94
034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	24	247	24	100
034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	36	253	36	100
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2010-11	32	244	32	100
035 -HISTORY: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
035 -HISTORY: TEST II Evaluation Systems group of Pearson Other enrolled students	16	242	16	100
035 -HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	24	248	24	100
035 -HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	36	249	36	100
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2010-11	32	242	30	94
147 -LATIN Evaluation Systems group of Pearson All program completers, 2012-13	1			
147 -Latin Evaluation Systems group of Pearson All program completers, 2010-11	1			

046 -MARKETING EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
046 -MARKETING EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	2			
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			
047 -MARKETING EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
047 -MARKETING EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	2			
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			
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson Other enrolled students	17	256	16	94
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	37	272	37	100
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	39	273	39	100
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2010-11	52	272	52	100
023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson Other enrolled students	17	242	17	100
023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	37	261	37	100
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
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	20	248	20	100
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	22	253	22	100
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	21	251	21	100
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	22	244	22	100

013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	27	237	29	99
013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	29	255	29	100
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
012 -MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2011-12	2			
014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	24	250	23	96
014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	23	247	23	100
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
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	27	238	23	85
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	34	241	34	100
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	30	237	29	97
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2010-11	33	233	32	97
111 -MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	20	273	20	100
111 -MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	26	270	26	100
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2010-11	26	267	26	100
112 -MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	20	259	20	100
112 -MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	26	258	26	100
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2010-11	26	265	26	100
030 -PHYSICS: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
030 -PHYSICS: TEST I Evaluation Systems group of Pearson Other enrolled students	1			
031 -PHYSICS: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

031 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	4			
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			
033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	4			
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			
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			
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			
141 -SPANISH: TEST I Evaluation Systems group of Pearson Other enrolled students	2			
141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	8			
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
142 -SPANISH: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	8			
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
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	18	252	18	100
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

084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	11	256	11	100
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	10	249	10	100
084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2010-11	2			
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	246	14	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	54	246	54	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	87	245	87	100
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2010-11	103	244	101	98
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students	14	241	14	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	54	244	54	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	87	239	87	100
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2010-11	103	239	101	98
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			
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			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	467	460	99
All program completers, 2011-12	546	538	99
All program completers, 2010-11	648	636	98

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

State
NCATE
CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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 each semester cumulating with a full-time placement during their last semester. 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. Some candidates have more experience with dual language learners than others depending on their field placement.

Section VII: Contextual Information

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

Supporting Files

Complete Report Card

AY 2012-13

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