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The George Washington University
Alternative, IHE-based Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: The George Washington University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2014-15

State: District of Columbia

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Washington, DC, 20052

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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?
Early Childhood Special Education	No
Elementary Education	No
Secondary Education - Arabic	No
Secondary Education - Art	No
Secondary Education - Biology	No
Secondary Education - Chemistry	No
Secondary Education - Chinese	No
Secondary Education - English	No
Secondary Education - English as a Second Language	No
Secondary Education - French	No
Secondary Education - General Science	No
Secondary Education - German	No
Secondary Education - Italian	No
Secondary Education - Latin	No
Secondary Education - Mathematics	No
Secondary Education - Physics	No
Secondary Education - Russian	No
Secondary Education - Social Studies	No
Secondary Education - Spanish	No

Secondary Special Education & Transition Services-Adolescents with EBD	No
Secondary Special Education & Transition Services-Adolescents with LD	No
Secondary Special Education & Transition Services-Brain Injury Special Educator	No
Special Education for Children with Emotional & Behavioral Disabilities	No
Total number of teacher preparation programs: 23	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://gsehd.gwu.edu/admissions>

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

Students are provisionally admitted under special circumstances. Students who do not meet minimal undergraduate GPA or standardized test scores must meet specified benchmarks in their first semester of enrollment to continue in the program. The institution uses the term "conditional admission" in cases where required documentation is pending (e.g. official test scores, transcripts, etc.). Students in Elementary and Secondary Education programs who are deficient in required content knowledge coursework at the undergraduate level must take additional coursework to satisfy the content knowledge requirements before becoming a program completer.

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?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported

Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§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	Yes
Background check	No	Yes
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	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other International students only - Test of English as a Foreign Language (TOEFL) or International English	Yes	No

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.38

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.84

Please provide any additional comments about the information provided above:

The median GPA of individuals accepted into the program represents the combined median GPA for both traditional and alternate routes as we do not always know which pathway an individual will follow upon admission to the program.

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 2014-15:	23
Unduplicated number of males enrolled in 2014-15:	2
Unduplicated number of females enrolled in 2014-15:	21

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	11
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	900
Average number of clock hours required for mentoring/induction support	48
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	7

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

Full-time equivalent adjunct faculty in supervised clinical experience includes only staff, project directors, or supervisors who are employed full-time by the university. The numbers included in this section cannot be used to calculate an accurate ratio of students to supervision faculty. The program follows NCATE guidelines on supervision ratios where 6:1 students per university supervisor is equivalent to a single course on load.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	5
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	1
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	

Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	1
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	1
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:

2014-15: 6

2013-14: 17

2012-13: 24

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

No goals for the alternate route have been established. It is possible that some candidates may secure teaching positions and complete their program through the alternate-route pathway. Redesigned Secondary Education program is focused on preparation through the traditional pathway.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

No

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

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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in science in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

No goals for the alternate route have been established. It is possible that some candidates may secure teaching positions and complete their program through the alternate-route pathway. Starting summer 2015, the MAST program will be collapsed into the re-designed Secondary Education program. (i.e., MAST will no longer be a separate program option.)Redesigned Secondary Education program is focused on preparation through the traditional pathway.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

No

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

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. (**§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 2014-15

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

Yes

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

6

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We have a program where candidates complete their degree during their first year of teaching. We hope to continue this program and keep getting grants to support

these candidates.

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 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

10

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. (§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 2014-15

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

Yes

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

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

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:

Provide any additional comments, exceptions and explanations below:

We do not always know in advance which pathway students will follow for their preparation upon admission to the program. We anticipate that most candidates in Secondary Education ESL will be prepared through the traditional pathway.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

We do not always know in advance which pathway students will follow for their preparation upon admission to the program. We anticipate that most candidates in Secondary Education ESL will be prepared through the traditional pathway.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

We do not always know in advance which pathway students will follow for their preparation upon admission to the program. We anticipate that most candidates in Secondary Education ESL will be prepared through the traditional pathway.

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:

General Education

- Teacher candidates take courses in Special Education (for example, Elementary Education teacher candidates take SPED 6290: Affective Development and Behavior Management; Secondary Education teacher candidates take CPED 6530: Assessment in Secondary Education) or have special education content embedded in program of study (for example, all methods of teaching coursework requires that strategies for serving all learners be included in methods content) and they conduct their internships in classrooms with a full-inclusion model for educating non-disabled and disabled students.
- Schools in which the teacher candidates intern are populated by children of low-SES.
- Teacher candidates receive opportunities to undertake internships in urban and urban-fringe schools.
- Applicants and teacher candidates undertake assessment activities that target the types of dispositions and skills necessary to work with diverse student populations.

Special Education

- The special education programs are all post-baccalaureate programs whereby prospective candidates are screened to ensure that they have an appropriate background in core academic subjects. During the admissions process, prospective candidates must be graduates of a regionally accredited institution of higher education and must meet the requirements of the program for grade point averages and admissions test scores.
- Teacher candidates from the programs for teaching children with emotional and behavioral disabilities (CEBD) take general education courses: CPED 6236: Analysis of Teaching; CPED 6411: Elementary School Curriculum Methods in Mathematics; CPED 6411: Elementary School Curriculum Methods in Language Arts; and CPED 6224: Diagnostic Teaching of Reading: K-6 in addition to their coursework in special education. The new course developed in 2010, "Assessing the General Education Curriculum" continues to be included in this program.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	6			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	7			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	7			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS)	3			

All program completers, 2012-13				
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	21	181	19	90
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	21	181	19	90
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0720-PRAXIS I WRITING (DISCONTINUED)	21	177	20	85

ETS5620-PRINC WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	41	177	40	93
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	11	180	11	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	13	177	13	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	10	179	10	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS)	18	176	17	94

All program completers, 2012-13				
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	4		
All program completers, 2013-14	12	12	100
All program completers, 2012-13	23	21	91

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes

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

Yes

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

Yes

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

Yes

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

Examples:

In Elementary Education teacher candidates receive instruction in using SMART Board™ technologies and other assistive technologies to improve teaching and learning. Teacher candidates use school district-level data collection databases to inform their teaching. These databases contain student assessments and grades that help inform the teacher candidate's plan for future instruction.

In Secondary Education teacher candidates receive explicit training in school-based technologies (SMART Board™ technologies; on-line communication software; wikis; etc.) in foundation courses (CPED 6604: Perspectives on American Education; CPED 6608: Development and Diversity; and CPED 6530: Assessment in Secondary Classrooms). Teacher candidates demonstrate integration of technology to effectively teach specific content area course requirements during their field-based placement experiences.

The instructional delivery methods include a combination of in-class activities including demonstrations, role-playing and simulation, debates and discussions, critique and problem solving, case studies, and small group exercises. Teacher candidates are expected to use and apply Internet resources, word processing software (e.g. Microsoft Word and PowerPoint®), in their course assignments, research, and micro-teaching rationales and demonstrations.

The Transition Special Education uses a universal design for learning (UDL) framework for curriculum development which is an upfront planning process that integrates technology into planning, delivering, and student engagement in learning. As part of unit planning, teacher candidates produce information resources in different formats and forms and provide choices to students on how they will receive, interact with and demonstrate learning. The program also teaches technology accommodations that address specific characteristics of disabilities.

Programs incorporate the use of technology in tandem with EXAMINATION OF STUDENT WORK in internship classes as well as pre- and post-testing in unit planning in internship and the curriculum course. STUDENT WORK allows teacher candidates to organize data based on identifying the common and disparate needs of students, plan and teach accordingly and then monitor progress based on identified areas of needs. Programs require teacher candidates to plan, implement and analyze assessments of student learning during their capstone internship experience and provide evidence that assessment data informs their instruction.

Program faculty model technology use to effectively manage and analyze data to improve teaching and learning throughout our courses through the use of Blackboard®.

In special education internships, teacher candidates are held accountable for applying UDL principles in the two units of instruction required. They must keep data on student performance and demonstrate modification in unit plans based on on-going student assessment. In the internship setting, interns are required to use the school systems' grade book and demonstrate use of the grade book functions for data collection and analysis.

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.

As an institution accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the District of Columbia Office of the State Superintendent of Education, preparation programs in the area of general education have demonstrated that they meet professional standards which include demonstrating that candidates effectively teach all students including students with exceptionalities and cultural and linguistic differences. Further, all program areas have achieved national recognition by NCATE and the relevant specialized professional association (Association for Childhood Education International, Teachers of English to Speakers of Other Languages (TESOL), National Council of Teachers of English, American Council on the Teaching of Foreign Languages, National Council of Teachers of Mathematics, National Science Teachers Association, National Council for the Social Studies). The unit continues to demonstrate that through performance based measures candidates are meeting professional teaching standards.

Coursework identifies and describes procedures and strategies and then they are put into practice in the teacher candidates' clinical placements. All Elementary and Secondary education teacher candidates are required to take coursework in student development and diversity. This coursework focuses on the social and emotional development of students and the ways in which race, culture, language, economics and gender shape teaching and learning in K-12 general education classrooms.

For example, in Elementary Education coursework involves candidates examining IEP team responsibilities, the role of the general education teacher in the IEP process, the components of the IEP, and how the IEP can change and be modified to meet the student's needs. Practicum and internships take place in classrooms operating a full-inclusion model whereby students with disabilities are educated with their non-disabled peers. Teacher candidates are instructed in strategies that cater to the full-range of student learners. The Elementary Education program integrates ELL strategies into courses that address diversity issues and reading strategies.

In Secondary Education, candidates are prepared to meet the broad range of needs and learning styles found in today's classrooms through discussions, readings, and debates about a broad array of issues related to students with special needs as well as second language learners. Teacher candidates explore issues of classroom diversity in relation to theories of human growth and development including: diverse student strengths and needs; the special needs population; the dynamics of inclusion; and multi-cultural issues related to the teaching/learning process. This knowledge is applied in their field-based experiences and internships. (Courses include CPED 6606: Teaching and Learning; CPED 6608: Development and Diversity; CPED 6556: Linguistic Applications, ESL; and CPED 6557: Second Language Acquisition). SPED 6201: Introduction to Special Education is also offered as an option for satisfying program requirements.

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.

As an institution accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the District of Columbia Office of the State Superintendent of Education, preparation programs in the area of special education have demonstrated that they meet professional standards which include demonstrating that candidates effectively teach all students including students with exceptionalities and cultural and linguistic differences. Further, all program areas have achieved national recognition by NCATE and the Council for Exceptional Children. In addition to meeting the ten core standards of CEC which requires programs to demonstrate that candidates effectively teach students with disabilities and are trained to participate in individualized education program teams, several programs have sought and earned national recognition in categorical preparation areas such as working with young children in early childhood special education, students with learning disabilities at the secondary level, and children with serious emotional disabilities. These categorical standards provide advanced skills in special education embedded into initial teacher preparation programs. As performance-based measures have become hallmarks of such distinctions, the unit must continue to demonstrate that candidates are meeting professional teaching standards.

Coursework in special education programs (early childhood special education, special education for children with emotional and behavioral disabilities, and secondary special education and transition) identifies and describes procedures and strategies and then they are put into practice in the teacher candidates' clinical placements.

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.

The program does not make a clear distinction between traditional and alternate pathways to certification. When seeking new partnerships, programs work collaboratively with local school systems and seek to address their needs within the framework of the program's offerings. Before entering the program, prospective candidates must satisfy admission standards for the program and must continue to meet benchmarks set by the program. In some arrangements, school systems may help recruit and identify prospective candidates who apply to the program. All students complete a required state approved curriculum and demonstrate through key performance assessments evidence of knowledge, skills, and dispositions.

Supporting Files

Complete Report Card

AY 2014-15

