Title II
Higher Education Act

SUBMIT REPORTS

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University of Idaho

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: University of Idaho

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Idaho

Address: College of Education

PO Box 443080

Moscow, ID, 83844

Contact Name: Jody Sharp

Phone: 208-885-6134

Email: jsharp@uidaho.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	No	No
Fingerprint check	Yes	Yes

Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	Yes	Yes
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: C or better in English 102, Comm 101, EdCi 201 and a core math class)	Yes	Yes

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

www.uidaho.edu/ed/teachered

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

Other   When program faculty accept students for admission.

Does your initial teacher certification program conditionally admit students? Yes

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

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	1306
Unduplicated number of males enrolled in 2010-11:	426
Unduplicated number of females enrolled in 2010-11:	877

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	46
Race	
American Indian or Alaska Native:	9
Asian:	8
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	3
White:	1195
Two or more races:	42

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	75
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	192

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	11
Teacher Education - Early Childhood Education	18

Teacher Education - Elementary Education	57
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	6
Teacher Education - Art	8
Teacher Education - Business	5
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	9
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	5
Teacher Education - Mathematics	6
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	8
Teacher Education - Social Studies	6
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	3
Teacher Education - French	2
Teacher Education - German	2
Teacher Education- History	10
Teacher Education - Physics	4
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	11
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	57
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	55
Teacher Education - Agriculture	6
Teacher Education - Art	3
Teacher Education - Business	4
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	5
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	7
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	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	1
Visual and Performing Arts	2
History	2
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	

Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	1
Other Specify:	

Section I.e Program Completers

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

2010-11: 138

2009-10: 146

2008-09: 160

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2010-11 **Goal:** Increase # EdCi 434 10% **Goal met?** No **Description of strategies used to achieve goal:** Enlisted help of the math department in encouraging students to consider teaching math. Advisors encouraged secondary education majors to consider mathematics as a teaching major or minor. We let them know that math is a high need area and that there are still math teaching jobs, while other content areas may not be hiring.

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	**Academic year:** 2010-11 **Goal:** 12 **Goal met?** No **Description of strategies used to achieve goal:** Our average graduation rate of secondary science students is about 10 per academic year. We intended to increase this number to 12, and, overall increasing our average graduation/certification rate by 2016 to 15. This goal will be achieved by the following continued efforts, as well as additional College of Education- and University-level recruitment and retention efforts. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The secondary science education program has long enlisted the assistance of the university science department faculty (biology, chemistry, geology, and physics to identify students interested in teaching science. We work closely to articulate students coursework so as to enable timely graduation with their BS in secondary education-science. The secondary science faculty have long advised science education students to seek a double-major in secondary education and their selected science field, thereby enabling a student with a stronger content background. We also encourage students to complete the State's Natural Science endorsement, enabling students to be highly qualified to teach all sciences, grades 6-12. Not only does this aid students' marketability, but it also aids the State in providing highly qualified science teachers in rural areas, which constitute over 1/2 of the population of Idaho. Additionally, we continue to modify our program to meet updated standards, both in education and science coursework, and to enable recruitment and retention of career-change personnel seeking to move from the private sector to public (or private) education. Finally, we are in-progress with the creation of an M.Ed+ program by recruiting students into hybrid sequence of courses enabling students to complete certification, obtain employment as a teacher, and finish their M.Ed program requirements within the next 1-3 years. Related to this, we are working closely with the College of Natural Resources to 'channel' graduate students towards teaching in secondary schools; those recrutiment efforts have generated 3 new students, and we anticipate growth with this effort.
Special education	**Academic year:** 2010-11 **Goal:** 11 **Goal met?** Yes **Description of strategies used to achieve goal:** Program moving to online instruction has enabled students to work in the education or a related field while completing the certification and if desired advanced degree. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

	Continue to recruit from undergraduates completing elementary and secondary programs, as well as recruiting candidates that currently hold elementary and secondary degrees – particularly in degree/certification areas that do not provide as many opportunities for jobs.
Instruction of limited English proficient students	**Academic year:** 2009-10 **Goal:** n/a **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
n/a	**Academic year:** 2009-10 **Goal:** n/a **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

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

Tribal schools, internship in multiple settings - urban, rural & low income areas.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0700 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	7					
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2010-11	8				100	594
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	6					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7				95	174
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	175
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	6				100	173

Educational Testing Service (ETS) Other enrolled students						
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				100	167
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	173
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	173
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	8				100	656
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	9				100	660
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	4				82	159
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS)	3				100	172

Other enrolled students						
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	165
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2010-11	3					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	8				100	177
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	7				100	178
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2010-11	11	183	11	100	100	182
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	8				100	183
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	7				100	180
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	5				70	176
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	14	185	14	100	98	184

ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1				100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	8				100	188
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	50	171	50	100	100	169
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	47	170	47	100	97	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	69	168	69	100	100	168
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	57	171	57	100	100	169
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	59	170	59	100	100	168
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	9				95	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	177	15	94	95	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	23	180	23	100	99	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	176	14	100	99	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22	179	22	100	100	178
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES	2				100	694

Educational Testing Service (ETS) All program completers, 2008-09					
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2010-11	1				
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	2				
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			100	169
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1				
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	2			100	169
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				
ETS0920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2010-11	1				
ETS0920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2009-10	2				

ETS0920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2008-09	1				
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				
ETS5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1				
ETS0930 -GOVERNMENTPOLITICAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			91	703
ETS0930 -GOVERNMENTPOLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	2				
ETS0930 -GOVERNMENTPOLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1			100	695
ETS0930 -GOVERNMENTPOLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1			100	711
ETS0930 -GOVERNMENTPOLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3				
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			100	703
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	2				
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	3			98	718
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	8			100	712
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4			100	688
ETS0560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				

ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				97	156
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				94	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	155
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				100	173
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	168
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	9				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	157	10	91	95	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100	100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	158
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

Other enrolled students					
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	4				
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2				
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2				
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	50	177	50	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	45	177	44	98	95	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	64	174	64	100	100	176
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	57	177	57	100	100	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	52	176	52	100	100	176
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS)	1				

All enrolled students who have completed all nonclinical courses						
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	2					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0543 -SE: CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0543 -SE: CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2				100	172
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				93	166
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	166	14	100	100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	172
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0950 -SOCIOLOGY	1					

Educational Testing Service (ETS) All program completers, 2008-09					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	174
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				86	172
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	5				64	165
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	636
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) Other enrolled students	5				85	605
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	14	605	14	100	99	637
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	1				100	639
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2008-09	8				100	653
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					

ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	9					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	3					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0640 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	679
ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	3					
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	1				100	695
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				94	162
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	164	11	92	95	160
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	164	17	100	99	162
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	155	16	100	100	160
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE	18	162	18	100	100	164

Educational Testing Service (ETS)
All program completers, 2008-09

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	172	172	100	99
All program completers, 2009-10	110	110	100	100
All program completers, 2008-09	151	151	100	100

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:
NCATE

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

Section V. Technology

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 how your program 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 how your program 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.

Teacher Candidates learn to integrate, both electronic and curricular technology resources. They participate in small and large group discussion of course texts through the use of Blackboard and Blackboard Collaborate. They also learn about Web 2.0 technologies and how to use them to collaborate, educate, and disseminate. These online technologies have been addressed and utilized in EDCI 463/563 Literacy Across Content Areas, and EDCI 329 Elementary Science Methods. Other technologies addressed through preservice teacher course work include: digital presentations, Smartboard™ presentations, Blackboard, on-line science curricula, monitoring probes and sensor, and hand-held recording devices. Curricular technologies include: FOSS and other kit based- science curricula, and many specially designed instructor teaching tools, such as "Globe/Overhead/Incandescent Lamp model of solar system, Battery/Bulb simple series and parallel circuit models. Elementary preservice teachers are also exposed to Geographic Information System (GIS) software in their EDCI 328 Elementary Social Studies Methods course.

Elementary methods students learn to use the instructional program Geometer's sketchpad in the Math courses. Faculty members incorporate reflective blogs in their methods courses where students view internet resources (websites/ video clips of effective literacy practices) and reflect and respond via blog. They introduce a unit on 21st century literacy skills (demonstrating pedagogies to move students beyond viewing traditional views of literacy and students create a digital literacy project incorporating digital videos to explore their understandings about literacy instruction and their visions for teaching literacy. Secondary Math methods teacher candidates use audio and/or video cameras to record themselves teaching, to reflect on that teaching, and to inform instructional decisions. They upload video to a web site or burn a CD of their work. They also upload files to TaskStream and Blackboard, and use the internet to find teaching and learning materials. Students post reflections and/or participate in on-line discussions. They plan and teach lessons using this program. Preservice teachers are also introduced to software such as Inspiration, Kidspiration, and ReadPlease . These tools provide opportunities for all children to engage in instructional activities and support cognitive and affective development through novelty, organization, and mediation. They also learn to use calculators as instructional and thinking tools at all levels, K-12.

In EDCI 201, 302, and EDCI 431 all students use Blackboard to support students' learning. Assignments, syllabi, and resources are placed on Blackboard for reading and reference. Students in 201 participate in the online component (MyEducationLab) of Parkay's Becoming a Teacher. This program has additional readings, study guides, videos, website resources, and assessment tools to enrich the textbook's materials. Students in all three classes learn technological presentation skills to enhance instruction: Youtube videos, Powerpoint presentations, recording devices for interviews, laptops and document cameras are all used by instructors and students alike. Some students in 201 also participate in an email/Skype project to connect with English Language Learners in Ukraine. Students explore assessment techniques and grading software programs in both 302 and methods classes; analysis of standardized test scoring and academic achievement are addressed at all levels. The soon to be adopted state-designed lesson plan format, which specifically includes the principles of universal design for learning, will be incorporated into EDCI classes at all levels; students currently use a standardized lesson plan format placed on Blackboard for desiging lessons. In addition, all students use Taskstream to participate in self-assessment of their teaching dispositions, to create assignments following standardized rubrics, and to submit course signature assignments for evaluation and commentary.

The overall goal regarding technology integration is the preparation of prospective teachers regarding the potential uses of technology, as well as how to teach students the value of technology for multiple uses. Teacher candidates learn to use technology to manage data to improve teaching and learning through formative assessment by demonstrating to teachers how to collect and analyze student written responses to course material for indicators of misperceptions and/or misunderstandings of lesson objectives and plan future instruction accordingly.

For general purpose technology, teachers learn effective uses for themselves and their students of productivity software such as Word and PowerPoint for various written and presentation activities related to specific disciplines. For data collection and research, teachers and their future students become familiar with data manipulation software (Excel) and

devices (accelerometers and water chemistry probes) to collect digital data used to examine and report particular science phenomena. For assessment purposes, teachers learn to use digital devices for self-reflection activities to help determine teacher effectiveness. Teachers also become familiar with assessment and recording software to influence overall teaching effectiveness. Grading programs are used to compile accurate data, and to use data for formative and summative purposes. Also, teacher candidates are taught how to use technology for test construction based on the Basic Teaching Model with attention to item analysis, reliability, validation, and subsequent data analysis. This is conducted through data management programs (such as Microsoft Excel).

Students in EDSP 426 Developing Instructional Programs are required to complete an assistive technology assignment. Outcomes for this assignment include:

• Defining assistive technology

• Differentiate between assistive technology devices and assistive technology services

• Understand how assistive technology helps students with disabilities gain access to the curriculum

• Understand that the IEP team is responsible for considering assistive technology for students with disabilities

• Access resources that support the use of assistive technology for students with disabilities

After the EDSP 426 students complete the assignment they are required to reflect in writing on the assignment, respond to peer's reflections and take a formal assessment on the outcomes above.

Please see the link below to the module students are required to complete as part of the assistive technology assignment and as part of the course requirements for EDSP 426.

http://iris.peabody.vanderbilt.edu/at/cwrap.htm

The Basic Teaching Model holds that if the performance assessment component is good then this warrants that learning is sufficient enough to begin the next unit. If the performance assessment component yields insufficient learning, the teacher must get on the feedback loop and re-examine each component to determine the area of difficulty, be it instructional objectives, entering behaviors, instructional methodology, or the assessment instrument itself. Depending upon the importance of the educational material as requisite to future learning and/or the necessity of the performance assessment, teachers may need to re-teach and/or retest.

Teacher candidates learn to use TaskStream™ as a web-based folio system and assessment system linking standards to assignments and generating and using rubrics for assessments. They access the literacy standards for their particular grade level through the Internet. They complete lesson plans in word processing that follow a certain format. They can access this format on the blackboard™ site. They obtain the syllabus and assessment packet on the blackboard™ site. When they make their presentations in class, they often use the Internet and such things as U-Tube to motivate and introduce their subjects.

Section VI. Teacher Training

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 how your program 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.

Students in 201 study the requirements of IDEA, the statistical evidence of its impact, and the growing needs of the school population. In EDCI 302, students research techniques and strategies to address the learning needs of diverse populations, including those students with disabilities and those with limited English proficiency. Research is discussed and shared with classmates in a formal presentation, and accommodations are included in lesson plans. Students placed in practicum experiences adjust their lessons for accommodations by conferring with their practicum mentor teachers. Methods students design and teach lessons to a wide variety of students with diverse needs; strategies are thoroughly researched and implemented in the methods classroom and the practicum classroom.

In EDCI 466 Literacy Assessment and Instruction teacher education candidates in elementary education and completing a state literacy endorsement, read, review, and practice the use of multiple assessment techniques and tools for monitoring ALL students' literacy skills and language development. The focus of the class text and assignments is to support candidates in assessing students for language needs in general and as individuals, and using the results of these assessments for developing further instruction, including students with disabilities, 504 and IEP, Response to Intervention, and English Language Learners. EDCI 466 specifically addresses the factors of how "non-educational" factors like socio-economic and cultural factors can effect language development and how these variations might manifest in literacy development.

EDSP 300 Educating for Exceptionalities prepares general education preservice teachers to participate as a member of individualized education program teams.

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 how your program 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.

EDSP 300 Educating for Exceptionalities prepares general education preservice teachers to participate as a member of

individualized education program teams.

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.

Teacher preparation programs are designed to prepare candidates for entry into the teaching profession. Degree programs include a broad general education, content preparation appropriate for the teaching major, and focused and coordinated field experiences. Programs leading to initial teacher preparation are offered in agricultural education, business and marketing education, early childhood development and education, elementary education, family and consumer sciences, music education, physical education, school and community health education, secondary education (including teaching majors in art, biological sciences, chemistry, earth science, English, French, Geography, German, History, journalism, mathematics, physical sciences, physical science-life science, physics, political sciences, psychology, social science, Spanish, speech, theatre arts, theatre arts-speech), special education, technology education, and professional-technical education (teaching option). The college also offers undergraduate degrees in athletic training, dance, technology education, recreation, and sport science. The college has faculty located at each of the university resident instructional centers. In addition to program delivery in Moscow, candidates can access initial programs in elementary and special education and advanced programs in school administration and counseling at Coeur d'Alene and initial programs in professional technical and technology education and advanced programs in school psychology and school administration at Boise.

Supporting Files

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