

Title II

Higher Education Act

SUBMIT REPORTS

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University of Idaho
Traditional Program
2011-12

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

Address: College of Education
PO Box 443080
Moscow, ID, 83844

Contact Name: Sue Branting
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Ag Education	No
Art Education	No
Career and Technical Education	No
Elementary Education	No
Music Education	No
Physical Education	No
Secondary Education	No
Total number of teacher preparation programs: 7	

Section I.b Admissions

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

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

www.uidaho.edu/ed/teachered

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	Yes	Yes

Background check	Yes	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	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other 2.75 or greater in Engl 102, Core MATH Course, Comm 101, EDCI 201 and 20 hours service learning	Yes	Yes

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 2011-12

3.53

What is the minimum GPA required for completing the program?

2.75

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

3.4

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	No	No
Fingerprint check	Yes	Yes
Background check	Yes	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	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other		

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 2011-12

3.53

What is the minimum GPA required for completing the program?

3

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

3.72

Section I.c Program Enrollment

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

Total number of students enrolled in 2011-12:	465
Unduplicated number of males enrolled in 2011-12:	143
Unduplicated number of females enrolled in 2011-12:	322

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	2

Black or African American:	0
Native Hawaiian or Other Pacific Islander:	2
White:	412
Two or more races:	10

Section I.d Supervised Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	75
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	110
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	253

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	2
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	7
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	

Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	10
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	5
Teacher Education - Social Studies	
Teacher Education - Technical Education	11
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Theater Arts	1

Section I.e Teachers Prepared by Academic Major

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

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	7

Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	53
Teacher Education - Agriculture	6
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	11
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	
Visual and Performing Arts	
History	
Foreign Languages	9
Family and Consumer Sciences/Human Sciences	
English Language/Literature	8
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	3
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	9
Other Specify : 1-Studio Art and 1-Theatre Art	2

Section I.f Program Completers

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

2011-12: 191

2010-11: 138

2009-10: 146

Section II. Annual Goals - Mathematics

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

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

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

Academic year 2011-12

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

Yes

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

10

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

No

Description of strategies used to achieve goal, if applicable:

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

Our goal is to increase EDCI 434 by 10%. Overall enrollment at the University of Idaho has dropped, and a corresponding drop in enrollment in this course was realized. The Department hired a new .49 tenure line faculty member (.51 of the line resides in the Match department) and the expectation is that the enrollment for this course will increase in subsequent years.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

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

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

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

Academic year 2011-12

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

Yes

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

12

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

No

Description of strategies used to achieve goal, if applicable:

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, if applicable:

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 recruitment efforts have generated 3 new students, and we anticipate growth with this effort

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

14

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 2011-12

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

Yes

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

11

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

Yes

Description of strategies used to achieve goal, if applicable:

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, if applicable:

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.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 2011-12

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

No

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

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

NA

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:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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 (%)
ETSo700 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	10	615	10	100
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETSo133 -ART CONTENT KNOWLEDGE	7			

Educational Testing Service (ETS) All program completers, 2010-11				
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETSo134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4			
ETSo134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETSo100 -BUSINESS ED Educational Testing Service (ETS) Other enrolled students	1			
ETSo100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	8			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II	1			

Educational Testing Service (ETS) Other enrolled students				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	3			
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 - CK Educational Testing Service (ETS) Other enrolled students	3			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	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 program completers, 2011-12	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	11	177	11	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2010-11	11	183	11	100
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN	5			

Educational Testing Service (ETS) Other enrolled students				
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	14	185	14	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	33	167	33	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	33	173	33	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	84	170	84	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	69	168	69	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	57	171	57	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	180	11	92
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	174	14	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	23	180	23	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	176	14	100
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS)	1			

All program completers, 2010-11				
ETSo121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETSo121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1			
ETSo121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2009-10	2			
ETSo5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETSo930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETSo930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETSo930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	3			

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0561 -MARKETING EDUCATION II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0561 -MARKETING EDUCATION II Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	150	10	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	160	12	100

ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	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			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	6			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	81	177	81	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	64	174	64	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	57	177	57	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	27	169	27	100

ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	25	176	25	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0543 -SE CK AND MILD TO MODERATE A PPL Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0543 -SE CK AND MILD TO MODERATE A PPL Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	166	14	100
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0950 -SOCIOLOGY	2			

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) Other enrolled students	5			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	14	605	14	100
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	1			
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			
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS)	3			

All enrolled students who have completed all nonclinical courses				
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	10	654	10	100
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			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	2			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2010-11	17	164	17	100
ETS0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2009-10	16	155	16	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)

All program completers, 2011-12	165	165	100
All program completers, 2010-11	172	172	100
All program completers, 2009-10	110	110	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

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.

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 (My EducationLab) 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 designing 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

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.

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 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.

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. For this reporting period there was a change in the methodological change in reporting enrollment in teacher preparation programs.

[Supporting Files](#)

University of Idaho
Traditional Program
2011-12

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