



University of Texas - Rio Grande Valley
Traditional Report AY 2018-19
Texas



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Rodriguez

PHONE

(956) 665-3627

EMAIL

alma.rodriguez@utrgv.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(\$205(a)(C))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

21

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="60"/>
Number of clock hours required for student teaching	<input type="text" value="560"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

18

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

14

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

426

Number of students in supervised clinical experience during this academic year

391

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	1758
Subset of Program Completers	404

Gender	Total Enrolled	Subset of Program Completers
Male	348	98
Female	1410	306
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	9	2
Black or African American	6	2
Hispanic/Latino of any race	1658	380
Native Hawaiian or Other Pacific Islander	0	0
White	69	19

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	0
No Race/Ethnicity Reported	11	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="33"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="210"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	108
13.1210	Teacher Education - Early Childhood Education	55
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	13
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	39
13.1312	Teacher Education - Music	40
13.1314	Teacher Education - Physical Education and Coaching	21
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	24
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	3
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="4"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="33"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="210"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="108"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="55"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="13"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="17"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="5"/>
13.1307	Teacher Education - Health	<input type="text" value="4"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	39
13.1312	Teacher Education - Music	40
13.1314	Teacher Education - Physical Education and Coaching	21
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	5
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	24
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	3
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	4
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	5
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	17
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	39
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	8

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program 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
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

All programs have course work and/or field experiences providing opportunities for our students to develop content and pedagogical experience to meet the needs of diverse learners. Further, students are also provide opportunities to work with children and families through community based (e.g., service-learning) experiences that are linked to particular courses.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal for 2018-2019 was to graduate 35 secondary math teachers for culturally and linguistically diverse classrooms.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Faculty from both colleges (Education and P-16 Integration and Sciences) work collaboratively to discuss program goals. Review of survey data from UTeach program graduates reviewed continued weaknesses in communicating with parents, and in differentiating instruction for special education students and English language learners. UTeach developed a cross-college pedagogical plan to better integrate materials on teaching across differences in race, class, culture, language, mobility status, and ability. Special emphasis focused on differentiating teaching for special education and English language learners. One strategy used was positioning key assessments in the three main pedagogy courses (UTCH 3301, 3302, and 3303). In addition, topics related to diversity, equity, and inclusion were integrated into these three courses. This includes instructional strategies for meeting the needs of English Language Learners and students with special needs. Additionally, the curriculum and syllabi were modified to address interpersonal communication with parents/family not only for UTCH 3301, 3302, and 3303 but also 1101 and 1102.

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

Program faculty will continue to discuss data from teacher candidates as part of our continuous improvement.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The 2019-2020 goal is to graduate 40 secondary math teachers who are prepared to teach culturally and linguistically diverse classrooms.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The 2020 - 2021 goal is to graduate 40 secondary math teachers who are prepared to teach in culturally and linguistically diverse classrooms.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The 2018-2019 goal was to graduate 25 secondary science teachers who are prepared to teach culturally and linguistically diverse classrooms.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Faculty from both colleges (Education and P-16 Integration and Sciences) work collaboratively to discuss program goals. Review of survey data from UTeach program graduates reviewed continued weaknesses in communicating with parents, and in differentiating instruction for special education students and English language learners. UTeach developed a cross-college pedagogical plan to better integrate materials on teaching across differences in race, class, culture, language, mobility status, and ability. Special emphasis focused on differentiating teaching for special education and English language learners. One strategy used was positioning key assessments in the three main pedagogy courses (UTCH 3301, 3302, and 3303). In addition, topics related to diversity, equity, and inclusion were integrated into these three courses. This includes instructional strategies for meeting the needs of English Language Learners and students with special needs. Additionally, the curriculum and syllabi were modified to address interpersonal communication with parents/family not only for UTCH 3301, 3302, and 3303 but also 1101 and 1102.

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

Program faculty will continue to discuss data from teacher candidates as part of our continuous improvement.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The 2019-2020 goal is to graduate 28 secondary science teachers who are prepared to teach culturally and linguistically diverse classrooms.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The 2020-2021 goal is to graduate 28 secondary science teachers who are prepared to teach culturally and linguistically diverse classrooms.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to add 32 teachers in special education.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Consistent advisement and program orientations at both campuses. Ongoing communication before, during, and after the program.

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

Continue targeting incoming freshmen that have not indicated a major.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal was to add 25 prospective teachers in special education in 2019-2020

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to add 25 prospective teachers in special education in 2020-2021.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal for 2018-2019 was to graduate 40 students ready to teach students with limited English proficiency

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The program held recruiting meetings and informational sessions throughout the year in order to provide information to freshmen and sophomore students interested in teaching Limited English Proficient students. The program also coordinated with university advisors so they had a better understanding of the program and the application process.

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

Because students who are interested in teaching at the elementary level have several different programs to choose from it is important to have clear information about the bilingual/ESL programs so that students can make an informed choice, including information about the job market.

6. Provide any additional comments, exceptions and explanations below:

There were 4 teachers prepared under CIP code 13.14 English as a Second Language and there were 118 teachers prepared under CIP code 13.02 Bilingual, Multilingual, and Multicultural Education for a total of 122 teachers prepared in instruction of limited English proficient students.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

115 students will be graduated from the program ready to teach students with limited English proficiency.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

115 students will be graduated from the program ready to teach students with limited English proficiency.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -ART EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	3			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	12	256	11	92
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	15	261	15	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	10	264	10	100
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson Other enrolled students	4			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	110	254	110	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	263	242	179	68
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	209	253	207	99
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	215	256	215	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	162	256	162	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	110	252	110	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	263	243	193	73
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	209	254	209	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	215	256	215	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2016-17	162	255	162	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	110	253	110	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	263	244	175	67

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	209	256	207	99
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	215	257	215	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	162	258	162	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	110	253	110	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	263	235	122	46
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	209	253	208	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	215	253	215	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	162	254	161	99
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	110	253	110	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	263	227	89	34
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	209	252	208	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	215	253	215	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	162	252	160	99
279 -DANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	1			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	6			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	2			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	3			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	7			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	10	248	10	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	20	247	17	85
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	16	250	15	94
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2016-17	8			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	4			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	6			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	10	236	2	20
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	23	253	21	91
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	12	252	12	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	15	256	15	100
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson Other enrolled students	3			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	5			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	5			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	8			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	13	240	7	54

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	10	246	8	80
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	15	262	15	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	13	257	12	92
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	14	229	7	50
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	29	247	25	86
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	27	252	26	96
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	22	258	22	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	252	12	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	6			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	39	256	39	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	34	252	34	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	43	255	42	98
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	174	255	174	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	218	239	101	46

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	400	253	385	96
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	413	257	413	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	371	258	369	99
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	6			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	19	255	18	95
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	29	258	29	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	36	257	36	100
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	1			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	4			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	1			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	4			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	10	248	8	80
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	12	241	6	50
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	18	250	17	94
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	31	251	28	90
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	25	256	25	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	403	377	94
All program completers, 2017-18	413	403	98
All program completers, 2016-17	371	365	98

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCATE

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

2. 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.

"A. Curricula and Instruction: Our Teacher Education Program is effectively preparing teachers to integrate technology into instruction. Students in the College of Education and P-16 Integration are presented with concepts of Universal Design for Learning (UDL) through class work in special education courses and through classroom demonstrations by faculty. Students in the UTeach program are presented with concepts of inquiry based instruction, and are expected to develop inquiry-based lessons with technology integration. B. Collect Data: Students have multiple opportunities throughout their program to utilize data to inform instruction, and these opportunities are expanding in recent curriculum transformation work. Students engage in assessment in order to design and implement lessons that address student needs and ensure learning objectives have been met. In addition, students complete a Teacher Work Sample in which they gather data, design, implement, and assess instruction, and discuss the impact of their instruction on student learning. Students utilize technology for assessment and to document student progress. Moreover, recent program redesign and improvements features expanded field hours, greater teaching time, and an emphasis on data collection and analysis from formative and summative assessments. C. Manage Data: Our Teacher Education Program effectively prepares teachers to use technology to manage data and represent student achievement data. Students are taught to use spreadsheet software to organize and report numerical data, create customized grade books, track student data, demonstrate numerical data visually, test and use appropriate grading formulas, and create professional looking reports. In addition, pre-service teachers are taught how to use database management software to organize, maintain, and retrieve records. They also learn how to create customized

records to contain student data, retrieve targeted records, update and edit information, and create reports based on data collected. Emphasized in the Teacher Work Sample, students are required to collect, represent data using technology (spreadsheets, tables, graphs), and reflect on and analyze data. D. Analyze Data: Our Teacher Education Program effectively prepares students to use technology to analyze data to improve teaching and learning. Pre-service teachers are taught to use database management and spreadsheet software not only as productivity tools but as teaching tools as well. With regard to productivity, pre-service teachers learn to use functions within spreadsheet software to compute summary statistics on student performance to analyze the achievement of course objectives and to conduct what-if analyses to determine how changes in data can affect final outcome measures. Pre-service teachers are also prepared to use spreadsheet software as a teaching tool to demonstrate mathematical concepts in action and to enable students to observe changes in mathematical relationships as a result of changes in data."

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

General education teachers learn current educational terminology and definitions of a variety of disabilities, as well as characteristics and how they manifest in the classroom. Students learn how to differentiate instruction based on student learning needs and how to provide appropriate accommodations to ensure access to the general education curriculum by students with disabilities. Students also learn their role as a general education teacher in the in the development and implementation of the Individualized Education Program.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

"Our Teacher Education Program prepares elementary teacher candidates to provide effective instruction to children with disabilities and to participate as a member of Individualized Education Program teams via SPED 4310, Inclusion and Differentiated Instruction in Special Education course. The content of this course includes modifications, adaptations, strategies, and materials for including ensuring access to the general education curriculum to the extent possible by student with exceptionalities. An emphasis is placed on the role of the general education teacher in the special education process. Students gain an understanding of the historic foundations, major state and federal legislation that has affected knowledge, and practice in the education of individuals with disabilities. Our Teacher Education Program prepares Middle School, High School, and All-Level teacher candidates to provide effective instruction to children with disabilities and to participate as a member of Individualized Education Program teams via EDUC 3303 Teaching in Today's Diverse Classrooms. Students completing the program possess knowledge in the areas of pedagogy and human development, as well as an understanding of diverse student needs including students with disabilities. Students learn how to differentiate instruction based on student learning needs and how to provide appropriate accommodations to ensure access to the general education curriculum by students with disabilities. Students also learn their role as a general education teacher in the development and implementation of the Individualized Education Program."

c. Effectively teach students who are limited English proficient.

Our Teacher Education Program prepares teacher candidates to provide instruction to teach children with limited English proficiency via EDSL 3310 Emergent Bilingual Students in Schools course. This course is designed to investigate the nature of dual language development in a bilingual setting, beginning with early childhood through the sixth grade. Special emphasis is placed on first and second language development and transference of skills and concepts resulting in balanced bilingualism. The course also explores contemporary first and second language acquisition theories as they relate to instruction in content area classrooms.

2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Our Teacher Education Program prepares Special Education teacher candidates to provide effective instruction to children with disabilities and participate as a member of Individualized Education Program teams via a specialization strand of 6 courses which include: SPED 3390 Introduction to Exceptional Children, SPED 4330 Language and Literacy Development of Diverse Exceptional Learners, SPED 4350 Assessing Exceptional Learners, SPED 4370 Instructional Methods for Students with Low Incidence Disabilities, SPED 4380 Instructional Methods for Students with Learning Disabilities, and SPED 4395 Special Education Practicum in Behavior Techniques.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

In particular, the content of SPED 4310 Inclusion and Differentiated Instruction in Special Education course includes modifications, adaptations, strategies, and materials for including individuals with exceptionalities into the general education classroom. An emphasis is placed on the role of the special education teacher in meeting the needs of students with disabilities in inclusive, resource, and self-contained settings, and serving as support for general educators. As part of the coursework, students learn their role as a special education teacher in the development and delivery of the Individualized Education Program.

c. Effectively teach students who are limited English proficient.

"Special education teacher candidates also take EDSL 3310 Emergent Bilingual Students in Schools to provide specific instruction in language development and pedagogy to meet the needs of English learners. This course is designed to investigate the nature of dual language development in a bilingual setting, beginning with early childhood through the sixth grade. Special emphasis is placed on first and second language development and transference of skills and concepts resulting in balanced bilingualism. The course also explores contemporary first and second language acquisition theories as they relate to instruction in content area classrooms."

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Erica Villarreal

TITLE:

Director

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Alma Rodriguez

TITLE:

Dean