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2022 TITLE II REPORTS
National Teacher Preparation Data

TX

University of Texas - Rio Grande Valley
Traditional Report AY 2020-21
Texas

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STATUS: IN PROGRESS

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

1201 West University Drive

EDCC 3.102

CITY

Edinburg

STATE

Texas ▼

ZIP

78539

SALUTATION

Dr. ▼

FIRST NAME

Alma

LAST NAME

Rodriguez

PHONE

(956) 665-3627

EMAIL

alma.rodriguez@utrgv.edu

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SECTION I: PROGRAM INFORMATION

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))

THIS PAGE INCLUDES:

›› List of Programs

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	

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

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

Total number of teacher preparation programs:

20

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SECTION I: PROGRAM INFORMATION

Program Requirements

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))**

THIS PAGE INCLUDES:

›› Undergraduate Requirements

›› Postgraduate Requirements

›› Supervised Clinical Experience

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	◉ Yes	○ No	○ Yes	◉ No
Fingerprint check	○ Yes	◉ No	○ Yes	◉ No
Background check	◉ Yes	○ No	○ Yes	◉ No
Minimum number of courses/credits/semester hours completed	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA	◉ Yes	○ No	◉ Yes	○ No

Element	Admission		Completion	
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● 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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 2020-21.
(§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	60
Number of clock hours required for student teaching	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.

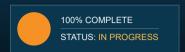| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	22
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	697
Number of students in supervised clinical experience during this academic year	705

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

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SECTION I: PROGRAM INFORMATION

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))**

THIS PAGE INCLUDES:

›› Enrollment and Program Completers

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

2020-21 Total	
Total Number of Individuals Enrolled	1881
Subset of Program Completers	701

Gender	Total Enrolled	Subset of Program Completers
Male	332	135
Female	1549	566
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	5	3
Black or African American	2	1
Hispanic/Latino of any race	1809	666
Native Hawaiian or Other Pacific Islander	1	0
White	62	30
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers

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SECTION I: PROGRAM INFORMATION

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.

THIS PAGE INCLUDES:

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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))**

☐ **No teachers prepared in academic year 2020-21**

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

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	41
13.1202	**Teacher Education - Elementary Education**	422
13.1203	**Teacher Education - Junior High/Intermediate/Middle School Education**	279
13.1210	**Teacher Education - Early Childhood Education**	81
13.1301	**Teacher Education - Agriculture**	
13.1302	**Teacher Education - Art**	24
13.1303	**Teacher Education - Business**	
13.1305	**Teacher Education - English/Language Arts**	40
13.1306	**Teacher Education - Foreign Language**	10
13.1307	**Teacher Education - Health**	7
13.1308	**Teacher Education - Family and Consumer Sciences/Home Economics**	
13.1309	**Teacher Education - Technology Teacher Education/Industrial Arts**	
13.1311	**Teacher Education - Mathematics**	53
13.1312	**Teacher Education - Music**	37
13.1314	**Teacher Education - Physical Education and Coaching**	25
13.1315	**Teacher Education - Reading**	
13.1316	**Teacher Education - Science Teacher Education/General Science**	1
13.1317	**Teacher Education - Social Science**	
13.1318	**Teacher Education - Social Studies**	12
13.1320	**Teacher Education - Trade and Industrial**	
13.1321	**Teacher Education - Computer Science**	
13.1322	**Teacher Education - Biology**	31

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	6
13.1328	Teacher Education - History	19
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	16
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21**

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	41
13.1202	Teacher Education - Elementary Education	422
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	279
13.1210	Teacher Education - Early Childhood Education	81

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	24
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	40
13.1306	Teacher Education - Foreign Language	10
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	53
13.1312	Teacher Education - Music	37
13.1314	Teacher Education - Physical Education and Coaching	25
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	31
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	6
13.1328	Teacher Education - History	19
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	16

CIP Code	Academic Major	Number Prepared
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	10
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	40
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	53
30	Multi/Interdisciplinary Studies	422
38	Philosophy and Religious Studies	
40	Physical Sciences	46
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	12
46	Construction	

CIP Code	Academic Major	Number Prepared
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	67
51	Health Professions and Related Clinical Sciences	32
52	Business/Management/Marketing	
54	History	19
99	Other Specify:	

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SECTION I: PROGRAM INFORMATION
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))**

THIS PAGE INCLUDES:

›› Program Assurances

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 experiences that are linked to particular courses.

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SECTION II: ANNUAL GOALS
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 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))

THIS PAGE INCLUDES:

›› Report Progress on Last Year's Goal (2020-21)

›› Review Current Year's Goal (2021-22)

›› Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

● Yes
○ No

2. 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.

3. Did your program meet the goal?

● Yes
○ No

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

The UTeach program has created a model of preparing students for certification exams that involves the use of customized preparation resources and individualized study plans. Faculty from both the Department of Teaching and Learning and College of Sciences work collaboratively, including curriculum meetings, to make data driven decisions to improve preparation of secondary math teachers.

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

The program has expanded recruiting efforts using social media and virtual recruiting events. The model for preparing students to pass certification exams has been under review to improve student preparation in which students work with a Master Teacher to create an individualized plan. The curriculum meetings will address how to support students seeking this certification.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2021 - 2022 goal is to graduate 40 secondary math teachers who are prepared to teach in culturally and linguistically diverse classrooms.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2022 - 2023 goal is to graduate 30 secondary math teachers who are prepared to teach in culturally and linguistically diverse classrooms.

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SECTION II: ANNUAL GOALS

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 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))**

THIS PAGE INCLUDES:

›› Report Progress on Last Year's Goal (2020-21)

›› Review Current Year's Goal (2021-22)

›› Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

● Yes
○ No

2. Describe your goal.

The 2020-2021 goal is to graduate 28 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:

The UTeach program has created a model of preparing students for certification exams that involves the use of customized preparation resources and individualized study plans. Faculty from both the Department of Teaching and Learning and College of Sciences work collaboratively, including curriculum meetings, to make data driven decisions to improve preparation of secondary math teachers.

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

The program has expanded recruiting efforts using social media and virtual recruiting events. The model for preparing students to pass certification exams has been under review to improve student preparation in which students work with a Master Teacher to create an individualized plan. The curriculum meetings will address how to support students seeking this certification.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2021-2022 goal is to graduate 20 secondary science teachers who are prepared to teach in diverse classrooms.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2022 - 2023 goal is to graduate 10 secondary science teachers who are prepared to teach in culturally and linguistically diverse classrooms.

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SECTION II: ANNUAL GOALS

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 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))**

> **THIS PAGE INCLUDES:**
>
> ›› Report Progress on Last Year's Goal (2020-21)
>
> ›› Review Current Year's Goal (2021-22)
>
> ›› Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

● **Yes**
○ **No**

2. Describe your goal.

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

3. Did your program meet the goal?

● **Yes**
○ **No**

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

We implemented strategic outreach strategies whereby we increased our presence in high school settings, collaborated with organizational student groups, and strategically shared program information during informal or unofficial discourse.

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

Students are provided with accurate and timely information and are motivated to succeed and learn about what they need to do at each step.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to add 35 prospective teachers in special education in 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Incorporate strategic recruitment efforts that include implementation of organizational resources and will potentially yield to 25 students graduating from the special education program.

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SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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))

THIS PAGE INCLUDES:

›› Report Progress on Last Year's Goal (2020-21)

›› Review Current Year's Goal (2021-22)

›› Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

● **Yes**
○ **No**

2. Describe your goal.

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

3. Did your program meet the goal?
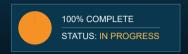
● **Yes**
○ **No**

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

Students were provided accurate information about progression through the program through individual advising, program meetings, email announcements and other methods. Information about transition points was particularly emphasized.

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

Students are provided with accurate and timely information and are motivated to succeed and learn about what they need to do at each step.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

130 students will be graduated from the program ready to teach students limited in English proficiency

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? 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.

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

›› 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

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 Other enrolled students	8			

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 program completers, 2020-21	20	258	19	95
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	9			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	13	259	13	100
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson Other enrolled students	5			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	3			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
901 -CORE SUBJECTS EC-6 - ELA AND READING Evaluation Systems group of Pearson Other enrolled students	2			
901 -CORE SUBJECTS EC-6 - ELA AND READING Evaluation Systems group of Pearson All program completers, 2020-21	63	263	61	97
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED Evaluation Systems group of Pearson Other enrolled students	2			
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED Evaluation Systems group of Pearson All program completers, 2020-21	63	248	54	86
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	59	238	33	56
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2020-21	221	248	191	86
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	227	254	225	99
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	209	253	207	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	59	238	40	68
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2020-21	221	248	198	90
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2019-20	227	253	225	99
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	209	254	209	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	59	242	38	64
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	221	251	191	86
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	227	255	222	98
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	209	256	207	99
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	59	232	25	42
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	221	246	177	80
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	227	252	223	98
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	209	253	208	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	59	223	12	20
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	221	245	171	77
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	227	254	223	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	209	252	208	100
902 -CORE SUBJECTS EC–6 - MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
902 -CORE SUBJECTS EC–6 - MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	63	255	57	90
904 -CORE SUBJECTS EC–6 - SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
904 -CORE SUBJECTS EC–6 - SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	63	262	58	92
903 -CORE SUBJECTS EC–6 - SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
903 -CORE SUBJECTS EC–6 - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	63	257	55	87
279 -DANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	7			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	5			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	3			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson Other enrolled students	3			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2020-21	4			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	5			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	16	246	12	75
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	28	241	16	57
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	16	255	16	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	10	248	10	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	2			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	4			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	9			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	14	252	13	93
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	7			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	6			
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	7			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	25	246	15	60

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	7			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	24	254	23	96
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson Other enrolled students	8			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	3			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	5			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	18	243	12	67
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2020-21	22	253	16	73
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	14	260	14	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	10	249	9	90
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	16	247	12	75
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	26	232	12	46
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	21	253	21	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	29	248	26	90
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	35	251	31	89
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	32	253	32	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	39	256	39	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	275	245	176	64
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	596	248	453	76
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	368	256	368	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	403	253	390	97
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	23	257	21	91
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	21	255	19	90
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	13	259	13	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	21	255	20	95
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	3			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	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	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2020-21	7			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	4			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
293 -SCIENCE OF TEACHING READING Evaluation Systems group of Pearson Other enrolled students	50	260	49	98
293 -SCIENCE OF TEACHING READING Evaluation Systems group of Pearson All program completers, 2020-21	126	266	126	100
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, 2020-21	11	241	7	64
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	11	246	8	73
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	25	245	16	64
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	27	253	27	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	31	251	29	94
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	2			
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			

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SECTION III: PROGRAM PASS RATES

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.

THIS PAGE INCLUDES:

›› Summary Pass Rates

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	643	410	64
All program completers, 2019-20	371	365	98

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	404	381	94

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SECTION IV: LOW-PERFORMING

Low-Performing

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

THIS PAGE INCLUDES:

›› Low-Performing

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

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SECTION V: USE OF TECHNOLOGY
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**
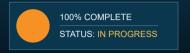
use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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.

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SECTION VI: TEACHER TRAINING

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

THIS PAGE INCLUDES:

›› Teacher Training

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 Todays 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.

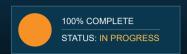**c. Effectively teach students who are limited English proficient.**

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.

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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.