

**A+ Texas Teachers**

Alternative, not IHE-based Report AY 2019-20

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**

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## 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
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	

Total number of teacher preparation programs:

51

# 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 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:

## 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 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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.)

2.5

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 2019-20. ([§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

182

Number of clock hours required for student teaching

350

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

182

Number of years required for teaching as the teacher of record in a classroom

1

All Programs

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

199.5

[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)**

243

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

54

**Number of students in supervised clinical experience during this academic year**

54

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

2019-20 Total	
Total Number of Individuals Enrolled	80530
Subset of Program Completers	5601

Gender	Total Enrolled	Subset of Program Completers
Male	23153	1592
Female	49249	4009
Non-Binary/Other	2	0
No Gender Reported	8126	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	64	22
Asian	1051	152
Black or African American	12374	1100
Hispanic/Latino of any race	12689	1424
Native Hawaiian or Other Pacific Islander	4	3
White	26412	2780



Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	578	120
<b>No Race/Ethnicity Reported</b>	27358	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 2019-20.

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 2019-20

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="1087"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="2010"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1221
13.1210	Teacher Education - Early Childhood Education	2010
13.1301	Teacher Education - Agriculture	27
13.1302	Teacher Education - Art	132
13.1303	Teacher Education - Business	53
13.1305	Teacher Education - English/Language Arts	639
13.1306	Teacher Education - Foreign Language	80
13.1307	Teacher Education - Health	36
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	42
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	81
13.1311	Teacher Education - Mathematics	413
13.1312	Teacher Education - Music	64
13.1314	Teacher Education - Physical Education and Coaching	298
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	281
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	349
13.1320	Teacher Education - Trade and Industrial	40
13.1321	Teacher Education - Computer Science	6
13.1322	Teacher Education - Biology	90
13.1323	Teacher Education - Chemistry	11
13.1324	Teacher Education - Drama and Dance	92
13.1328	Teacher Education - History	70
13.1329	Teacher Education - Physics	322
13.1331	Teacher Education - Speech	13

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	749
13.99	Education - Other Specify: JROTC, Health Science, American Sign Language, Marketing, Journalism, Bilingual	216

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20

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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>

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:

n/a



# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

n/a

3. Did your program meet the goal?

- Yes  
 No

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

n/a

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

n/a

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

n/a

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

n/a

# Annual Goals: Science

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

n/a

3. Did your program meet the goal?

- Yes  
 No

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

n/a

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

n/a

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

n/a

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

n/a

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

n/a

3. Did your program meet the goal?

- Yes  
 No

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

n/a

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

n/a

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

n/a

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

n/a

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

n/a

3. Did your program meet the goal?

- Yes  
 No

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

n/a

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

n/a

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

n/a

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

n/a



## 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 (%)
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson Other enrolled students	104	253	87	84
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	27	261	27	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	29	260	29	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	32	258	32	100
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson Other enrolled students	51	244	33	65

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2019-20	4			
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2018-19	7			
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2017-18	4			
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	738	263	692	94
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	127	265	127	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	133	266	133	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	127	266	127	100
164 -BILINGUAL EDUCATION SUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2018-19	180	254	180	100
164 -BILINGUAL EDUCATION SUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	201	255	201	100
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2018-19	5			
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2017-18	13	234	5	38
190 -BTLPT-SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	184	258	184	100
190 -BTLPT-SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	212	255	206	97
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	470	232	187	40
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	53	251	53	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	78	250	78	100
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	60	248	60	100
176 -BUSINESS EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson Other enrolled students	124	231	55	44
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	9			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	8			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	15	259	14	93
241 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson Other enrolled students	47	226	20	43
241 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
241 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
241 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
141 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	7			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson Other enrolled students	1650	235	868	53
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	298	255	298	100
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	370	256	370	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	401	257	401	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1649	238	1026	62
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	298	260	298	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	370	261	370	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	401	261	401	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson Other enrolled students	1649	239	992	60
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	298	259	298	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	370	260	370	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	401	262	401	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1650	240	1067	65
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	298	257	298	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	370	258	370	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	401	261	401	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	7890	245	5681	72
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	1981	257	1981	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	2123	258	2123	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	2010	259	2010	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	7890	251	6620	84
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2019-20	1981	260	1981	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	2123	261	2123	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	2010	262	2010	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7890	245	5426	69
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1981	260	1981	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2123	261	2123	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2010	261	2010	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	7890	242	5177	66
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1981	257	1981	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2123	257	2123	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2010	258	2009	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	7890	242	5215	66

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, 2019-20	1981	258	1981	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2123	259	2123	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	2010	260	2010	100
279 -DANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	109	252	90	83
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	40	257	40	100
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	23	260	23	100
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	13	258	13	100
181 -DEAF AND HARD OF HEARING Evaluation Systems group of Pearson Other enrolled students	3			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	204	240	121	59
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	45	256	45	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	33	257	33	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	26	257	26	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson Other enrolled students	1199	241	713	59

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	278	255	278	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	271	256	271	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	247	258	247	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	1791	234	908	51
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	304	255	304	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	355	255	355	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	350	255	350	100
193 -ESLGENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2018-19	1			
154 -ESLSUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2018-19	726	258	723	100
154 -ESLSUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	822	258	814	99
200 -FAMILY-CONSUMER SCIENCE Other Other enrolled students	136	237	66	49
200 -FAMILY-CONSUMER SCIENCE Evaluation Systems group of Pearson Other enrolled students	74	244	55	74
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2019-20	1			
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2018-19	10	255	10	100
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -GENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	18	252	18	100
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2018-19	47	239	23	49
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2017-18	108	242	65	60
157 -HEALTH EC-12 Evaluation Systems group of Pearson Other enrolled students	653	256	568	87
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	35	258	35	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	37	258	37	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	32	259	32	100
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson Other enrolled students	97	254	77	79
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	33	258	33	100
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	40	259	40	100
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	57	257	57	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	735	236	379	52
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	68	251	68	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	63	251	63	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	70	256	70	100



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
201 -HOSPITALITY NUTRITION AND FOOD SCIENCE Other Other enrolled students	4			
201 -HOSPITALITY NUTRITION AND FOOD SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
202 -HUMAN DEVELOPMENT AND FAMILY STUDIES Other Other enrolled students	9			
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson Other enrolled students	81	244	56	69
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	11	256	11	100
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	10	257	10	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	719	229	288	40
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	84	256	84	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	98	258	98	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	114	256	114	100
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	8			
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	8			
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson Other enrolled students	102	226	33	32
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	10	258	10	100
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	20	254	20	100
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson Other enrolled students	25	240	13	52
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	2			
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	3			
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	6			
607 -LOTE: JAPANESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	5			
607 -LOTE: JAPANESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
607 -LOTE: JAPANESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
602 -LOTE: JAPANESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	4			
602 -LOTE: JAPANESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
602 -LOTE: JAPANESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson Other enrolled students	7			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	29	10	29	100
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2019-20	6			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	4			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	5			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	32	9	31	97
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2019-20	6			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2018-19	4			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
608 -LOTE: RUSSIAN ORAL PROFICIENCY American Council on the Teaching of Foreign Language Other enrolled students	1			
603 -LOTE: RUSSIAN WRITING PROFICIENCY American Council on the Teaching of Foreign Language Other enrolled students	1			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson Other enrolled students	892	229	316	35
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	60	254	60	100
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	116	252	115	99
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	118	253	118	100
609 -LOTE: VIETNAMESE ORAL PROFICIENCY American Council on the Teaching of Foreign Language Other enrolled students	2			
609 -LOTE: VIETNAMESE ORAL PROFICIENCY American Council on the Teaching of Foreign Language All program completers, 2019-20	1			
604 -LOTE: VIETNAMESE WRITING PROFICIENCY American Council on the Teaching of Foreign Language Other enrolled students	2			
604 -LOTE: VIETNAMESE WRITING PROFICIENCY American Council on the Teaching of Foreign Language All program completers, 2019-20	1			
275 -MARKETING 6-12 Evaluation Systems group of Pearson Other enrolled students	50	247	35	70
275 -MARKETING 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
275 -MARKETING 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	11	256	11	100
275 -MARKETING 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	10	260	10	100
274 -MATH PHYSICAL SCIENCE ENG 6-12 Evaluation Systems group of Pearson Other enrolled students	29	242	18	62

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
274 -MATH PHYSICAL SCIENCE ENG 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	11	261	11	100
274 -MATH PHYSICAL SCIENCE ENG 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	9			
274 -MATH PHYSICAL SCIENCE ENG 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	6			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	1565	234	767	49
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	178	259	178	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	178	259	178	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	167	258	167	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	1219	232	601	49
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	181	260	181	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	214	259	214	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	209	261	208	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	192	230	71	37
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	28	258	28	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	12	256	12	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	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 Other enrolled students	355	245	233	66
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	61	254	61	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	81	255	81	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	73	257	73	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	2457	256	1991	81
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	4757	263	4757	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	5987	263	5939	99
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	6001	263	5947	99
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	2174	247	1548	71
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	290	255	290	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	313	257	313	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	268	256	268	100
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson Other enrolled students	47	225	20	43
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson Other enrolled students	64	240	34	53
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	9			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	7			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson Other enrolled students	20	254	16	80
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	31	258	31	100
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	35	259	35	100
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	41	259	41	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	1008	235	477	47
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	116	254	116	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	120	253	120	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	106	255	106	100
236 -SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	1025	233	491	48
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	134	256	134	100

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	191	257	191	100
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	202	258	202	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	927	236	476	51
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	92	255	92	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	96	255	96	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	74	255	74	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	2240	230	938	42
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	204	253	204	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	251	254	251	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	251	253	251	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	4740	242	2882	61
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	1056	253	1055	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	1094	254	1094	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1007	256	1007	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson Other enrolled students	233	242	129	55



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	13	254	13	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	17	257	17	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	19	264	19	100
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson Other enrolled students	46	3	24	52
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	4			
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	7			
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	4			
139 -TECHNOLOGY APPLICATIONS 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	5			
242 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson Other enrolled students	235	234	103	44
242 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	40	256	40	100
242 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	34	256	34	100
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	58	260	58	100
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson Other enrolled students	141	262	127	90
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	41	262	41	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	37	267	37	100
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	62	266	62	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	318	252	244	77
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	51	262	51	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	63	261	63	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	66	261	66	100

## 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, 2019-20	5527	5527	100
All program completers, 2018-19	6031	5980	99
All program completers, 2017-18	6053	5998	99

# 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:

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [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.

## 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.

Prospective teacher candidates are required to take a training course entitled "Digital Tools in Today's Classroom". This training encompasses the many opportunities teachers have today for accessing and using technology as a tool to increase student understanding and student achievement. Participants must complete both quizzes and a final examination in order to receive credit. All prospective teacher candidates are also required to take a training course entitled "Using Data to Inform Instruction". This training provides candidates with an understanding of the role technology plays in the aggregation of data and data analysis. Candidates are provided several groups of data and are expected to create small groups, identify students in need of intervention, and plan differentiated learning experiences. Participants must complete both quizzes and a final examination in order to receive credit for this training as well.

# 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

All our teacher candidates participate in a mandatory training courses designed to equip them with the skills needed to teach students with disabilities. For students with special needs, participants complete training that is assessed through quizzes and a final examination. This training is entitled "Strategies for Teaching Exceptional Learners". The training includes the study of categories of disabilities, components of an Individual Education Plan, Positive Behavior Intervention Supports, programming and placement, and successful strategies for providing instruction in the least restrictive environment for all students.

#### 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*.

All our teacher candidates participate in a mandatory training courses designed to equip them with the skills needed to teach students with disabilities. For students with special needs, participants complete training that is assessed through quizzes and a final examination. This training is entitled "Strategies for Teaching Exceptional Learners". The training includes the study of categories of disabilities, components of an Individual Education Plan, Positive Behavior Intervention Supports, programming and placement, and successful strategies for providing instruction in the least restrictive environment for all students.

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

All our teacher candidates participate in a mandatory training course designed to equip them with the skills needed to meet the needs of English Language Learners. The needs of English Language Learners are addressed in a mandatory training entitled "Developing English Language Proficiency". In this training, teacher candidates identify best practices for the acquisition of language, strategies for teaching English language learners, developing effective lesson plans to address the needs of ELL students, and accommodating instruction and developing assessments to meet the needs of the learners. This course also addresses both conversational and academic language and how to develop such language with diverse learners. Different groups of diverse learners are identified, and candidates are taught how to utilize language and content to make academic content comprehensible for all learners.

### 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

All our teacher candidates participate in a mandatory training courses designed to equip them with the skills needed to teach students with disabilities. For students with special needs, participants complete training that is assessed through quizzes and a final examination. This training is entitled "Strategies for Teaching Exceptional Learners". The training includes the study of categories of disabilities, components of an Individual Education Plan, Positive Behavior Intervention Supports, programming and placement, and successful strategies for providing instruction in the least

restrictive environment for all students.

**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*.**

All our teacher candidates participate in a mandatory training courses designed to equip them with the skills needed to teach students with disabilities. For students with special needs, participants complete training that is assessed through quizzes and a final examination. This training is entitled "Strategies for Teaching Exceptional Learners". The training includes the study of categories of disabilities, components of an Individual Education Plan, Positive Behavior Intervention Supports, programming and placement, and successful strategies for providing instruction in the least restrictive environment for all students.

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

All our teacher candidates participate in a mandatory training course designed to equip them with the skills needed to meet the needs of English Language Learners. The needs of English Language Learners are addressed in a mandatory training entitled "Developing English Language Proficiency". In this training, teacher candidates identify best practices for the acquisition of language, strategies for teaching English language learners, developing effective lesson plans to address the needs of ELL students, and accommodating instruction and developing assessments to meet the needs of the learners. This course also addresses both conversational and academic language and how to develop such language with diverse learners. Different groups of diverse learners are identified, and candidates are taught how to utilize language and content to make academic content comprehensible for all learners.

## Contextual Information

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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

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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:**

Linley Dieringer

**TITLE:**

Sr. Executive Director of Operations

## 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:**

Lauren Poe

**TITLE:**

State Operations Manager