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Penn State University – University Park
Traditional Program

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AY 2012-13

Institution Information

Name of Institution: Penn State University – University Park
Institution/Program Type: Traditional

Academic Year: 2012-13

State: Pennsylvania

Address: 278 Chambers Building

University Park, PA, 16802

Contact Name: Dr. Stephanie Knight

Phone: 814-865-2524

Email: slk44@psu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education	No
Art Education	No
Childhood & Early Adolescent Education PK-4	No
Childhood & Early Adolescent Education 4-8 English	No
Childhood & Early Adolescent Education 4-8 Social Studies	No
Communication Sciences and Disorders	No
Elementary & Kindergarten Education K-6	No
Elementary & Kindergarten Education N-3	No
Kinesiology - Health & Physical Education	No
Music Education	No
Reading Specialist	No
Secondary Education Biological Science	No

Secondary Education Chemistry	No
Secondary Education Earth & Space Science	No
Secondary Education English/Communication	No
Secondary Education Mathematics	No
Secondary Education Physics	No
Secondary Education Social Studies	No
Special Education 7-12	No
Special Education N-12	No
Special Education PK-8	No
Workforce Education and Development	No
World Languages French	No
World Languages German	No
World Languages Latin	No
World Languages Russian	No
World Languages Spanish	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.ed.psu.edu/educ/current-students/undergrad/academic-programs-1/entrance-and-exit-criteria>

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

A student who is unable to get a course required for admission to major at a Penn State campus location prior to transferring to University Park is given conditional admission to the major for one semester pending successful completion of the required course.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other 80 hour work experience with age appropriate children	Yes	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.58

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

3.63

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Application	Yes	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.85

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.88

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	932
Unduplicated number of males enrolled in 2012-13:	201
Unduplicated number of females enrolled in 2012-13:	731

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	28
<i>Race</i>	
American Indian or Alaska Native:	8
Asian:	23

Black or African American:	19
Native Hawaiian or Other Pacific Islander:	3
White:	888
Two or more races:	37

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	154.5
Average number of clock hours required for student teaching	586.5
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	49
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	642

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

Some full-time faculty who supervise clinical experiences are also engaged in teaching methods courses. Included are 59 students in a year-long elementary professional development school program.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	48
Teacher Education - Early Childhood Education	13
Teacher Education - Elementary Education	349
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	161
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	10
Teacher Education - Art	24
Teacher Education - Business	
Teacher Education - English/Language Arts	59
Teacher Education - Foreign Language	12
Teacher Education - Health	33
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	29
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	33
Teacher Education - Reading	24
Teacher Education - Science Teacher Education/General Science	35
Teacher Education - Social Science	
Teacher Education - Social Studies	38
Teacher Education - Technical Education	3
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	38
Teacher Education - Physics	2
Teacher Education - Spanish	12
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	22
Specify: Teacher Education - Speech and Language Impaired	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	48
Teacher Education - Early Childhood Education	13
Teacher Education - Elementary Education	349
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	161
Teacher Education - Agriculture	14
Teacher Education - Art	24
Teacher Education - Business	
Teacher Education - English/Language Arts	59
Teacher Education - Foreign Language	10
Teacher Education - Health	23
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	28
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	23
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	38
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	9
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	10
Teacher Education - Speech	21
Teacher Education - Geography	0
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	27
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	

Physical Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	63
Engineering	
Biology	1
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	22
Specify: Communication Speech Disorder	

Section I.f Program Completers

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

2012-13: 691

2011-12: 660

2010-11: 680

Section II Annual Goals - Mathematics

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

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

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

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

30

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

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

Mathematics Education faculty communicate regularly with faculty in the Mathematics Department to work on recruitment of students into math education. First year seminar instructors encourage students interested in math education to meet early with an academic advisor to ensure timely entrance to major. We were able to add 28 prospective teachers, falling short of our goal by two.

Provide any additional comments, exceptions and explanations below:

28 secondary math students completed during the 2012-2013 academic year. The bachelor-level degree with teaching option in the Mathematics Department closed last year, after Pennsylvania Department of Education requirements changed substantially. The current secondary mathematics program was appropriately revised to meet the State requirements; it accommodates students who were enrolled in the now closed program. A proposed integrated undergraduate-graduate program would attract additional students to this major.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

27 secondary math students were added to the major for fall 2012. These students are projected to become prospective teachers beginning in 2014.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

25

Provide any additional comments, exceptions and explanations below:

23 secondary math students were accepted into the major for fall 2013. These students are projected to become prospective teachers beginning in 2015.

Section II Annual Goals - Science

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

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

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

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

35

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

The IHE exceeded its goal by two prospective teachers.

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

We have also applied for experimental status for our Masters and Certification program to allow students to complete the program in 3 rather than 4 semesters. We hope to eventually reduce the total program length to one full year with summer course on each end, to be more in line with the national trend. A proposed integrated undergraduate-graduate program could also attract additional students to this major.

Provide any additional comments, exceptions and explanations below:

As overall college enrollments decrease, the science education department is looking to hold the proportion of science education students steady through partnerships with Eberly College of Science.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

There are currently 12 science students who have successfully completed entrance to major in spring 2012. These students are projected to become prospective teachers beginning in 2014. There are also 14 AG ED students whose program also prepares them for general science teacher certification.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

25

Provide any additional comments, exceptions and explanations below:

There are currently 10 science students who have successfully completed entrance to major. 14 additional students are working to complete new entrance to major requirements including the recently changed state-required entrance examination. We expect students to be admitted to their program later in the academic year, or seek concurrent majors while they work to complete these exams. These students are projected to become prospective teachers beginning in 2015. We are continuing to move an Integrated Undergraduate/Graduate program through curricular affairs that would provide another avenue into certification. We are looking into new avenues for recruitment to see if we can improve numbers going forward.

Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

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

27

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

The College of Education continues to share the benefits of the integrated undergraduate - graduate program in special education and reading with prospective students and parents, including meeting Pennsylvania's dual certification requirement for all special education candidates and obtaining a Master's degree in the fifth year of study as a K-12 reading specialist. We exceeded our goal by 18 students by adding 43 prospective teachers.

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

Provide any additional comments, exceptions and explanations below:

56 undergraduate and graduate students are currently enrolled in the special education program, with 38 prospective teachers obtaining certification.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

30

Provide any additional comments, exceptions and explanations below:

There are currently 27 special education students who are preparing to complete a special education program in 2013-14.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

30

Provide any additional comments, exceptions and explanations below:

There are 3 GR students, 30 current UG students, and 29 students in the Integrated UG to GR program for Fall 2013.

Section II 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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

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

51

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

The College of Education has added a 15 credit graduate level certificate program leading to PDE certification as a program specialist in ESL. All students in majors leading to teacher certification are informed of the ESL program and its course requirements. Often our World Languages majors complete the ESL courses as they are completing their bachelor's degrees so they can apply for the ESL certification as soon as they have been approved for their initial teacher certification.

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

Provide any additional comments, exceptions and explanations below:

Pennsylvania does not provide for initial teacher certification in English as a Second Language. There is a Program Specialist certification in English as a Second Language for those candidates who already hold Pennsylvania teacher certification at either a Level I or a Level II. As per Title II instructions (email from title2@westat.com), we are including our ESL candidates in this section, but not in the Section I.e count. Pennsylvania did not list English as a Second Language as a Teacher Shortage area in 2012-13 and this is our first time reporting our ESL program specialists for this goal, so we did not set a goal for 2012-13 but have listed our program completers.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

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

50

Provide any additional comments, exceptions and explanations below:

Pennsylvania did not list English as a Second Language as a Teacher Shortage area, but the IHE is continuing to prepare teachers as prospective program specialists.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

50

Provide any additional comments, exceptions and explanations below:

Pennsylvania has listed English as a Second Language as a statewide shortage for 2014-15.

Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

All candidates complete at least 9 credits (or 270 hours) of course work and/or experiences in accommodations and adaptations for special needs learners. All candidates complete at least 3 credits (or 90 hours) of course work and/or experiences in working with English language learners. All special education candidates seeking Pennsylvania certification complete dual certification programs. All students have several experiences working with students from ethnically and culturally diverse backgrounds built into each major as well as additional opportunities for diversity experiences in the classroom in Maymester courses (courses offered between the spring and summer sessions). For example, CI 295 Urban and Rural experiences is a course that provides students with opportunities to observe and participate in

Latino ELL students. Five programs, representing the largest numbers of teacher candidates in the EPP, provide student teaching opportunities in Pittsburgh, Philadelphia, and Altoona in schools that have large numbers of students from under-represented populations.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2012-13	14	688	14	100
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2011-12	12	683	12	100
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	23	171	23	100
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	24	168	22	92
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	13	165	12	92
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	174	17	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	171	12	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	171	10	100
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			

ETS0800 -COMMUNICATION Educational Testing Service (ETS) Other enrolled students				
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2012-13	45	727	45	100
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2010-11	55	758	55	100
ETS0810 -COOPERATIVE EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	12	694	12	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	347	180	319	92
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	341	179	319	94
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	350	180	329	94
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	57	180	56	98
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	39	178	37	95
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	58	181	58	100
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) Other enrolled students	14	183	14	100
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2012-13	497	176	490	99

ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2011-12	752	175	751	100
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2010-11	489	176	485	99
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2012-13	28	168	28	100
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2011-12	40	170	40	100
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2010-11	30	170	30	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	163	11	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	29	163	28	97
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	46	160	46	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	39	163	38	97
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	14	180	14	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	26	177	26	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	179	19	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	309	246	307	99
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	309	252	306	99
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	309	244	306	99

ESP000 -PACT -MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2012-13	5			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	31	221	22	71
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	25	202	8	32
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	24	209	11	46
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	73	183	73	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	504	182	503	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	643	182	642	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	663	182	663	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	73	181	73	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	504	179	504	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	615	180	615	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	641	179	641	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	662	180	662	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	73	178	73	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	504	177	502	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	614	178	612	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	642	178	642	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	663	178	663	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS5301 -READING SPECIALIST II (CD) Educational Testing Service (ETS) Other enrolled students	9			
ETS5301 -READING SPECIALIST II (CD) Educational Testing Service (ETS) All program completers, 2012-13	36	178	36	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	16	176	16	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	32	180	32	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	13	166	10	77
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	168	7	64
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students				

ETS0001 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	38	170	36	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	65	172	65	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	13	164	7	54
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0330 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	706	21	100
ETS0330 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2012-13				

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	676	636	94
All program completers, 2011-12	651	620	95
All program completers, 2010-11	679	650	96

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates enrolled in childhood and early adolescent education, world languages education, secondary English education and special education participate in the EDUCATE initiative, which requires students to purchase a specific notebook computer in order to integrate technology into pedagogical courses: <http://www.ed.psu.edu/educ/educate>

Candidates enrolled in other programs are required to use technology in all pedagogical courses and field experiences. Students are taught how to use Taskstream as a

data collection and management tool. Video analysis tools, such as Studio Code, are also integral to the programs.

We have established the Krause Innovation Studio as a resource for faculty and teachers at the postsecondary level, secondary and elementary school level, and also educators working in informal learning settings such as museums and the work place. Starting with teaching practice and drawing upon the power of emerging technologies to transform teaching and learning, the Krause Innovation Studio is an incubator for innovative technology-supported pedagogy that allows educators in a variety of contexts to address the needs of an increasingly diverse and geographically dispersed student population. (<http://www.ed.psu.edu/educ/innovation/innovate>)

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All general education candidates take 7 credits of special education courses specific to the age range they plan to teach, and all have an additional equivalent of 2 credits embedded in field work and courses that are specific to special needs populations. All candidates are required to take 3 credits of course work related to teaching English language learners.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The special education program has extensive field work connected to university courses related to teaching students with disabilities effectively. All students participate in IEPs, lesson planning, and assessments of student learning. All students take 3 credits of course work related to English language learners.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2012-13



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