

2016 | Title II  
Reports

**Complete Report Card**

AY 2014-15

Institution Information

Name of Institution: Penn State University – University Park

Institution/Program Type: Traditional

Academic Year: 2014-15

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>.

<b>Teacher Preparation Programs</b>	<b>Teacher Quality Partnership Grant Member?</b>
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 Mathematics	No
Childhood & Early Adolescent Education 4-8 Social Studies	No
Communication Sciences and Disorders	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 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
<b>Total number of teacher preparation programs: 25</b>	

#### 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	Yes	Yes

Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	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 Varying hours of 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 2014-15

3.64

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.69

Please provide any additional comments about the information provided above:

Students are required to reach a minimum basic skills test score in reading, writing, and math. They may use any combination of SAT, ACT, Praxis CORE or PECT PAPA to achieve acceptable scores.

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.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	No
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	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?

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.84

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.87

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 2014-15:	806
Unduplicated number of males enrolled in 2014-15:	145
Unduplicated number of females enrolled in 2014-15:	661
<b>2014-15</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	33
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	27
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	1
White:	726
Two or more races:	9

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	53
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	447

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 44 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 2014-15. 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))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	450
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	219
Teacher Education - Elementary Education	219
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	116
Teacher Education - Multiple Levels	102
Teacher Education - Agriculture	13
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	40
Teacher Education - Foreign Language	10
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	33
Teacher Education - Music	22
Teacher Education - Physical Education and Coaching	11

Teacher Education - Reading	19
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	35
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	7
Teacher Education - Chemistry	6
Teacher Education - Drama and Dance	
Teacher Education - French	3
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
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 - Other	19
Specify: Speech and Language Impaired (16), Environmental Science (3)	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	450
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	219
Teacher Education - Elementary Education	219
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	116
Teacher Education - Agriculture	13
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	40
Teacher Education - Foreign Language	10
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	33
Teacher Education - Music	22
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	

Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	35
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	6
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
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	14
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	3
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	

Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	30
Specify: Communication Speech Disorder (16), Environmental Science (3), Kinesiology (11)	

## Section I.f Program Completers

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

2014-15: 450

2013-14: 544

2012-13: 691

## 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 2014-15

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

Yes

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

25

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

33 completed the teacher preparation program, 25 were state certified during the AY 2014-15. Mathematics Education faculty and academic advisors communicate regularly with faculty and students in the Mathematics Department to recruit students into math education. Also, First Year Seminar instructors encourage students interested in math education to meet early with an academic advisor to ensure timely entrance to major.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

22

Provide any additional comments, exceptions and explanations below:

There were 18 students who were approved to enter the mathematics teacher preparation program for Fall 2015. Also, two students have been accepted into the PDE approved Grades 4-8 mathematics program beginning Fall 2015. We expect an additional two students through change of majors and students seeking post-baccalaureate certification in mathematics.

Two students completed their secondary 7-12 teacher preparation program in Fall 2015, and 13 prospective teachers intend to graduate spring 2016, including six students at the Behrend campus.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

Currently there are 5 students who have been approved to enter the 7-12 mathematics teacher preparation program for Fall 2016, with an additional 5 students currently completing pre-major requirements. Also, there are 6 students who have been approved to enter the 4-8 mathematics teacher preparation program for Fall 2016, with an additional 7 students currently completing pre-major requirements. This is the first year of the mid-level program and the College is pleased that it is attracting enrollees.



## 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 2014-15

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

Yes

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

20

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

There are 17 undergraduate and graduate students who completed a teacher preparation area in the sciences for AY 2014-15. There are an additional 13 AG ED students completing a teacher preparation program who are also eligible for General Science or Environmental Science teacher certification.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

15

Provide any additional comments, exceptions and explanations below:

There are currently 8 students who entered a secondary science 7-12 major beginning Fall 2015. In addition, there are eight AG ED students who also entered their major beginning Fall 2015 and will be eligible for General Science certification upon program completion.

Nine secondary science majors have completed the teacher preparation program for the AY 2015-16 and are eligible for teacher certification. Five AG ED students have also completed programs: four are eligible for general science and one is eligible for environmental science certification.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

Currently there are 4 students who have been approved to enter a science teacher preparation program for Fall 2016, with an additional 7 students currently completing pre-major requirements. Also, there are 6 students who have been approved to enter the AG ED teacher preparation program for fall 2015, with an additional 7 students currently completing pre-major requirements. These AG Ed students are approved to pursue general science certification in Pennsylvania.

## 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 2014-15

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

Yes

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

30

Did your program meet the goal for prospective teachers set in special education in 2014-15?

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:

The unit has been actively promoting the new 4+1 Special Education teacher preparation program. Students who have completed (or who are currently enrolled) in an undergraduate teacher certification program at Penn State have the opportunity to complete the M.Ed. in Special Education (and earn special education teacher certification in Pennsylvania) through the "4+1" program at the University Park campus. This 4+1 M.Ed. program will result (in five years) in a bachelor's degree with initial teacher certification, and a Masters degree in Special Education with recommendation for PA special education teacher certification.

Provide any additional comments, exceptions and explanations below:

There were 23 students who completed a special education teacher preparation program for AY 2014-15. Nineteen of these students have received Pennsylvania certification.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

25

Provide any additional comments, exceptions and explanations below:

The program accepted 8 graduate level and 14 undergraduate student into the special education program for Fall 2015. Currently 20 undergraduate students and 10 master level students have indicated an intent to graduate from the special education teacher preparation program for Spring 2016.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

25

Provide any additional comments, exceptions and explanations below:

There are currently 15 students who intend to enter the special education undergraduate degree program for Fall 2016, eight of whom have been approved. Based on current enrollment, we estimate an additional 10 students will pursue special education teacher certification at the masters level.

## 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 2014-15

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

Yes

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

50

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Pennsylvania has listed English as a Second Language as a statewide shortage for 2014-15. Currently the program has recommended 59 teachers to the PA Department of Education for Program Specialist certification in English as a Second Language.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

45

Provide any additional comments, exceptions and explanations below:

Pennsylvania did not list English as a Second Language as a projected Teacher Shortage area for AY 2015-16, but the IHE is continuing to prepare teachers as prospective program specialists. Between September 1, 2015 and April 18, 2016, the program has certified 31 teachers, and expects to certify an additional 15 teachers by August 31, 2016.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

45

Provide any additional comments, exceptions and explanations below:

The US Department of Education has not yet released the Teacher Shortage Area Report for 2016-17, but the program is continuing to prepare certified teachers as prospective program specialists. ESL is not an initial teacher certification area in Pennsylvania, but can only be obtained by certified teachers.

## 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 ethnically diverse urban settings as well as socioeconomically diverse rural settings. CI 280 provides immersion experiences for students in Hazleton, PA working with 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

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	3			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2014-15	13	168	13	100
ETS0780 -AGRICULTURE (PA) (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	13	698	13	100
ETS0780 -AGRICULTURE (PA) (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	14	688	14	100
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	25	172	24	96
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	24	168	22	92
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			



ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	174	17	100
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0800 -COMMUNICATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0800 -COMMUNICATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	39	696	37	95
ETS0800 -COMMUNICATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	45	727	45	100
ETS0811 -COOPERATIVE EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0810 -COOPERATIVE EDUCATION (DISCONTINUED)	2			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	40	157	28	70
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	40	170	36	90
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	40	165	29	73
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS)	347	180	319	92

All program completers, 2012-13				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	22	173	20	91
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	57	180	56	98
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	38	181	37	97
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	31	180	30	97
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	13	181	13	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	94	180	94	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	147	180	145	99
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	501	176	492	98

ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	13	169	13	100
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	28	168	28	100
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	31	168	27	87
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC)	15	164	15	100

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	29	163	28	97
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	22	179	22	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	25	178	25	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	14	180	14	100
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS)	1			

All program completers, 2014-15				
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2013-14	12	163	11	92
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	12	174	9	75
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	3			

ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	12	178	12	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	35	238	34	97
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	366	238	349	95
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15	267	245	265	99
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	21	246	21	100
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 All enrolled students who have completed all noncl	35	245	35	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	366	246	352	96
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15	267	250	265	99
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	21	261	21	100
ESP0002 -PAPA - MODULE 2 MATH	3			

Evaluation Systems group of Pearson All program completers, 2012-13				
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	35	242	35	100
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	367	234	343	93
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15	267	243	264	99
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14	21	238	21	100
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	216	14	82
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	44	218	38	86
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	209	224	188	90
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	226	222	210	93
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	17	216	14	82



All enrolled students who have completed all noncl				
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	40	211	31	78
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	209	221	182	87
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	225	222	205	91
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	17	215	10	59
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	38	214	28	74
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15	209	222	175	84
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14	225	219	196	87
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	5			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	14	255	14	100

ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	14	259	14	100
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	14	264	14	100
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	14	253	14	100
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, 2013-14	3			
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, 2013-14	3			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	5			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	15	181	15	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	140	181	140	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	476	182	475	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	616	182	614	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	14	179	14	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	139	179	139	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	476	180	476	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	615	180	615	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS)	14	175	14	100

Other enrolled students				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	139	177	138	99
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	476	177	475	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	614	178	612	100
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2014-15	12	183	11	92
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2013-14	15	183	15	100
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	36	178	36	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	26	172	26	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	42	170	38	90

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	36	168	34	94
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	5			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2014-15	15	176	15	100
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2013-14	33	692	33	100
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2012-13	21	706	21	100

### Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2014-15	441	369	84
All program completers, 2013-14	544	484	89
All program completers, 2012-13	676	635	94

### 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

CAEP Eligible

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 bring their own device (BYOD) to courses and field experiences in the major. "Device" refers to a laptop computer or tablet with a current operating system that can capture video/audio and connect to the internet in order to integrate technology into pedagogical courses: <http://ed.psu.edu/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 some programs.

We have established the Krause Innovation Studio as a resource for faculty and teachers at the post-secondary 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://innovation.ed.psu.edu/>)

Finally, at the College level, an Assessment Committee has been formed comprising of representatives from the teacher preparation programs under the College of Education. At these meetings, the group intentionally analyzes unit and program data and provides feedback for added unit-wide cohesiveness and program improvements and development.

## 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.

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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 courses are designed to use scientifically research based strategies for effective interventions with children. The program has extensive field work connected to university courses related to teaching students with disabilities effectively. All students participate in designing effective progress monitoring and subsequent data driven instruction and planning lesson planning as well as individualizing lessons and developing and implementing IEPs. All students learn about formative and summative assessment design and implementation for assessment effective student learning. All students take 3 credits of course work related to English language learners with exceptional learning needs and visit ELL programs.



## 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.

The IHE would like to note that there is a discrepancy between the summary pass rate of 84% that is embedded in Section III of this report and the 94.9% rate that we have calculated for AY 2014-15. The Pennsylvania Department of Education has a sliding GPA scale that our students can use for their certification exams. A significant number of students use their excellent GPAs to pass these exams. Our Higher Education liaison at PDE verified via email that PDE does report to Title II the sliding GPA scale that is used to to qualify for teacher certification. Our liaison acknowledged the impact it may have on pass rates.

### **Supporting Files**

### **Complete Report Card**

AY 2014-15

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