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Technical Assistance

User Manuals

Arizona State University - Mary Lou Fulton Teachers College
Traditional Program

2017 | Title II
Reports

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AY 2015-16

Institution Information

Name of Institution: Arizona State University - Mary Lou Fulton Teachers College

Institution/Program Type: Traditional

Academic Year: 2015-16

State: Arizona

Address: P.O.Box 37100

Phoenix, AZ, 85069

Contact Name: Dr. Ida Malian

Phone: 480-965-6582

Email: ida.malian@asu.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>)

Yes

If yes, provide the following:

Award year: 2014

Grantee name: Arizona Board of Regents - Arizona State University

Project name: Integration to Prepare Teachers to Teach English Language Learners; PDS NEXT Project (year:2009)

Grant number: U336S140080; U336S090087

List partner districts/LEAs:

Grant U336S140080

Avondale Elementary School District,
Balsz Elementary School District,
Chandler Unified School District,
Deer Valley Unified School District,
Dysart Unified School District,
Gadsden Elementary School District,
Gilbert Public Schools,
Glendale Elementary School District,
Isaac School District,
Littleton Elementary School District,
Madison Elementary School District,
Mesa Public Schools,
Osborne School District #8,
Paradise Valley Unified School District,
Pendergast Elementary School District,
Phoenix Elementary School District,
Roosevelt School District,
Scottsdale Unified School District,
Tempe Elementary School District,
Washington Elementary School District;

Grant U336S090087

Alhambra Elementary District,
ASU Preparatory Academy,
Avondale Elementary District,
Balsz Elementary District,

Cave Creek Unified District,
 Chandler Unified District #80,
 Deer Valley Unified District,
 Dysart Unified District,
 Edkey, Inc. - Sequoia Ranch School,
 Eduprize Schools and LLC,
 Eduprize Schools, LLC,
 Gadsden Elementary District,
 Gilbert Unified District,
 Glendale Elementary District,
 Globe Unified District,
 Higley Unified School District,
 Isaac Elementary District,
 Kyrene Elementary District,
 Littleton Elementary District,
 Madison Elementary District,
 Mammoth-San Manuel Unified District,
 Mesa Unified District,
 Murphy Elementary District,
 Paradise Valley Unified District,
 Pendergast Elementary District,
 Phoenix Elementary District,
 Phoenix Union High School District,
 Katy's Kids (Private School),
 New Way Academy (Private School),
 Roosevelt Elementary District,
 Scottsdale Unified District,
 STEP UP Schools, Inc.,
 Tempe School District,
 Washington Elementary School District.

List other partners:

Grant U336S140080
 ASU Departments
 Arizona Community Colleges
 Arizona Department of Education
 National Institute for Excellence in Teaching
 United States Department of Education;

Grant U336S090087
 ASU Departments
 Arizona Department of Education
 National Institute for Excellence in Teaching

Project Type: Residency

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?
Early Childhood and Early Childhood Special Education	Yes
Early Childhood Education	Yes
Elementary Education	Yes
Physical Education	Yes
Secondary Education	Yes
Special Education	Yes
Special Education and Elementary Education	Yes
Total number of teacher preparation programs: 7	

Section I.b Admissions

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

Junior year Upon entry for graduate students.

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:

https://education.asu.edu/sites/default/files/iTeachAZProgressionrequirements1-30-13.pdf

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

In all teacher preparation programs, a fingerprint clearance card is required. Part of the fingerprint clearance process includes a background check.

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	Yes	No
Fingerprint check	Yes	No
Background check	Yes	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	No	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	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.38

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.68

Please provide any additional comments about the information provided above:

This year's calculation of the median GPA for undergraduates accepted into a teacher preparation program more accurately reflects the definition provided by Title II. Undergraduates officially enter our program at the start of their junior year; therefore, the end of their sophomore year (or transfer) GPA was used. Past calculations were based on acceptance to ASU (the university) and not fully or officially into teacher preparation as stated in the Admission section's requirements. This is one reason why the GPA of accepted students may be different from previous reports.

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	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
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	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
OtherNone	No	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 2015-16

3.28

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

4

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 2015-16:	2532
Unduplicated number of males enrolled in 2015-16:	615
Unduplicated number of females enrolled in 2015-16:	1917

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	648
<i>Race</i>	
American Indian or Alaska Native:	50
Asian:	104
Black or African American:	101
Native Hawaiian or Other Pacific Islander:	8
White:	1492
Two or more races:	92

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
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Average number of clock hours required for student teaching	900
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	33
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	38
Number of students in supervised clinical experience during this academic year	2662

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

Average number of clock hours for student teaching is calculated with two (2) different types of student teaching programs; roughly 52% of the Teachers College students complete 1200 hours and roughly 48% complete 600 hours of student teaching.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	238
Teacher Education - Early Childhood Education	108
Teacher Education - Elementary Education	614
Teacher Education - Junior High/Intermediate/Middle School Education	660
Teacher Education - Secondary Education	283
Teacher Education - Multiple Levels	858
Teacher Education - Agriculture	
Teacher Education - Art	20
Teacher Education - Business	1
Teacher Education - English/Language Arts	85
Teacher Education - Foreign Language	13
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	37
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	29
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	10
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	78
Teacher Education - Physics	4
Teacher Education - Spanish	12
Teacher Education - Speech	
Teacher Education - Geography	2
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 Specify: Political Science	5

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	238
Teacher Education - Early Childhood Education	108
Teacher Education - Elementary Education	347
Teacher Education - Junior High/Intermediate/Middle School Education	811
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	20
Teacher Education - Business	1
Teacher Education - English/Language Arts	69
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	31
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	16
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	9
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	65
Teacher Education - Physics	3
Teacher Education - Spanish	10
Teacher Education - Speech	
Teacher Education - Geography	2
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	25
Teacher Education - Bilingual, Multilingual, and Multicultural Education	25
Education - Curriculum and Instruction	18
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	1

Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	
History	9
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	5
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	3
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	3
Specify: Teacher Education – Political Science	

Section I.f Program Completers

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

2015-16: 858

2014-15: 838

2013-14: 802

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

35

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

The previous year's initiatives helped to us to meet the goal of increasing the number of teacher candidates trained in mathematics for 2015-16. Resources/financial incentives also assisted with boosting our numbers.

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:

STEM based summer camp was funded for summer 2016, but not for summer 2017. The full summer STEM camp connected high school students with STEM teacher candidates from our teacher preparation program.

Several workshops were held throughout the year to prepare students for the NES exam in Mathematics to encourage them become highly qualified.

Scholarships as incentives for Transfer students choosing to study in the STEM fields were accomplished through funded projects (e.g., SEED grant).

We also continued recruitment efforts to sustain our growth in prepared candidates in this teacher shortage area, which included:

- Target outreach to mathematics courses, organizations and clubs for both the Freshman and Transfer communities.
- Focused outreach to high achieving students in the mathematics field (AP, IB, Robotics).

Academic year 2016-17**Is your program preparing teachers in mathematics in 2016-17?**

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Continue with previous outreach efforts as appropriate, because they continue to help us meet or exceed our goals of increasing the number of teacher candidates prepared in the teacher shortage areas. These include:

- 1) Secondary Education program at Eastern Arizona College (EAC), with an emphasis on preparing math and science teachers with funding support provided by Freeport-McMoRan, was started and we will be tracking teacher candidates enrolled in the program. Setup of a Site Coordinator and Recruiter in one of the districts (e.g., Thatcher). Also in partnership with EAC, we are supporting the development of iTeachAZ program in the Gila Valley. This program will increase the number of teachers prepared, especially in high needs secondary subject areas, such as science, technology, engineering and math (STEM), attracting teachers in the Gila Valley.
- 2) Continued funding and tracking of SEED (grant) recipients as a means of encouraging students to study in the STEM fields.
- 3) Offering workshops throughout the year to prepare students for the NES exam in Mathematics to encourage them become highly qualified.
- 4) Recruitment efforts to sustain our growth in prepared candidates in this teacher shortage area, which included:
 - Target outreach to mathematics courses, organizations and clubs for both the Freshman and Transfer communities.
 - Focused outreach to high achieving students in the mathematics field (AP, IB, Robotics).
- 5) Partnership with content specific faculty in other colleges.

Academic year 2017-18**Will your program prepare teachers in mathematics in 2017-18?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

35

Provide any additional comments, exceptions and explanations below:

- 1) Continue tracking students in the Secondary Education program at Eastern Arizona College (project continued through fall 2018) and the extended program in Gila Valley.
- 2) Explore the development of ASU Polytechnic as the STEM campus, which would include:
 - Improve the Elementary STEM Education major with addition of engineering track and required courses.
 - Design new STEM Education master's degree.
 - Investigate the feasibility of Secondary Mathematics STEM bachelor's degree with the Applied Mathematics Department.
- 3) Re-apply for funding to continue the SEED grant to support STEM student scholarships.
- 4) Continue recruitment efforts for the Secondary Education Certificate among students in the Mathematics majors.
- 5) Partner with STEM faculty in other colleges to develop programs/STEM camps/STEM Best Practices collaboration.
- 6) Continue work with mathematics and science methods courses, iTeach Coordinators, and mentor teachers to implement Problem-Based Enhanced Language Learning (PBELL) methods into courses and student teaching of STEM content.
- 7) Submission of a grant, the Stephens Initiative, to establish a STEM virtual exchange program between a girl's school in Cairo, Egypt and a girl's school in Phoenix, Arizona.

Section II Annual Goals - Science

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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

40

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Strategic outreach, partnerships, messaging and the use of resources/financial incentives for STEM teachers. Partnerships with community colleges to make clear and manageable transfer pathways.

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:

We will continue recruitment efforts to sustain our growth in prepared candidates in this teacher shortage area. These include:

- 1) Target outreach to science courses, organizations and clubs for both the Freshman and Transfer communities.
- 2) Focused outreach to high achieving students in the science field (AP, IB, Robotics).
- 3) Added scholarship incentives for Transfer students choosing to study in the STEM fields.
- 4) Workshops to prepare students for the NES in science to help incentivize them to become highly qualified.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

45

Provide any additional comments, exceptions and explanations below:

We will continue previous outreach efforts as appropriate, because they continue to help us meet our goals. In addition, we will:

- 1) Partner with RAISE.me to provide incentives for participation in advance science courses and STEM clubs for High Schools Students.
- 2) Create Secondary Education program at Eastern Arizona College with an emphasis on preparing math and science teachers with funding support provided by Freeport McMoRan.
- 3) Proposal submitted to National College Football Playoff Foundation to fund STEM based summer camp.
- 4) Partnership with content specific faculty in other ASU colleges.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

45

Provide any additional comments, exceptions and explanations below:

Continue work with mathematics and science methods courses, iTeach Coordinators, and mentor teachers to implement Problem-Based Enhanced Language Learning (PBELL) methods into courses and student teaching of STEM content.

Publication and distribution through Amazon Kindle of the following book to help teachers pass the NES middle school exam: Rillero, P. & Eddis, S. (editors) (2017).

Mastering the Science Content of the NES General Science Exam. Phoenix, AZ: Independent Variable Press.

Submission of a grant, the the Stephens Initiative, to establish a STEM virtual exchange program between a girl's school in Cairo, Egypt and a girl's school in Phoenix, Arizona.

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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

50

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Strategic recruitment and outreach. Partnership with multiple organizations, community colleges and student groups to outreach, message, and plan pathways for students. The new Early Childhood and Early Childhood Special Education program had 90 graduates in 2015-16, which contributed to the growth in the number of our teacher candidates prepared in Special Education.

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:

Continued tracking of students in the Early Childhood and Early Childhood Special Education (ECS) program to fill a need in the state for more Early Childhood Special Education teachers.

In addition, to the previous recruitment efforts, we will conduct:

- 1) Target outreach to courses, organizations and clubs for both the Freshman and Transfer communities.
- 2) Focused outreach to high achieving students (AP, IB, Robotics).
- 3) Workshops to prepare students for the AEPA/NES Early Childhood and Special Education exams in to help incentivize them to become highly qualified. Additionally, the ECS Site Coordinators conducted their own on-site AEPA/NES Prep Sessions for their cohort students.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

55

Provide any additional comments, exceptions and explanations below:

We will continue our previous outreach efforts as appropriate, because they helped to support and achieve our yearly goals. In addition we will:

- 1) Continue to seek out opportunities to add an additional partnership district to support preparing our teachers in their residency due to continued enrollment growth in the Early Childhood and Early Childhood Special Education program (e.g., visiting several ECS preschools for new placement opportunities). Also, secure new placement sites for Junior Year Internship and Student Teaching requirements.
- 2) Complete the development of a Severely and Profoundly Disabled certification to provide additional reinforcement for special education teachers. Anticipated approval 2016-17 from ASU graduate college and Arizona Department of Education. Implementation for fall 2018.
- 3) Partner with Future Educators Association/Educators Rising to promote the field of Special Education.
- 4) Partner and information sharing with the Arizona Department of Education specialized divisions. MLF Teachers College faculty are members on ECS Task Force, Preschool Development Workshop, Special Education Advisory Panel, and numerous other ADE committee and initiatives.

- 5) Scholarships opportunities targeted to students interested in pursuing Special Education, such as the Workforce Development Registry to provide some financial

support for ECS students who qualified under the stated terms.

6) Provide engaging workshops taught by Teachers College faculty to current high school students at a Teachers College Signature Event that attracts over 500 students. BAT 101 workshops entitled, "Becoming a Teacher 101".

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

55

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(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 2015-16

Did your program prepare 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?

800

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

All lesson plans must include the provisions for differentiated instruction. Students experience diverse clinical experience placements. All of our graduates are instructed in ELL strategies and earn the Arizona Department of Education's Structured English Immersion (SEI) endorsement upon graduation.

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:

Ensure all lesson plans include the provisions for differentiated instruction. Our enrollment and recruitment efforts in other teacher shortage areas also help to increase our overall numbers of teacher candidates trained to work with limited English proficient students. This is demonstrated by the full Structured English Immersion SEI endorsement that the state of Arizona issues to our graduates.

The recently awarded iTeachELL Teacher Quality Partnership (TQP) grant is being used to structure and infuse more SEI strategies into the curriculum and learning opportunities. This enables us to prepare our students to be successful when they are in-service teachers. Our graduates will be better prepared to serve Limited English Proficiency students. Update from 2015-16: The grant project Program Enhancement Team (PET) facilitated a collaborative process with faculty to identify the mission of the grant project in response to a teacher candidate survey stating they did not feel prepared to teach multi-lingual learners. As a result of changes in CCS (Common Core State Standards) and next Generation Science Standards language is playing a different role in teaching and learning. During 2015-2016, the iTeachELLs project director selected a team of 7 Instructional Coaches in order to develop a network of professional development for faculty, mentor teachers, and teacher candidates with a focus on academic language and content. For more information on the grant project go to: <http://Links.asu.edu/iteachellsthewhy>

In addition, we continue to conduct:

- 1) Target outreach to science courses, organizations and clubs for both the Freshman and Transfer communities.
- 2) Focused outreach to high achieving students in AP, IB, Robotics.
- 3) Added scholarship incentives for Transfer students choosing to study in the STEM fields.
- 4) Workshops to prepare students for the certification exams to help incentivize them to become highly qualified.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

800

Provide any additional comments, exceptions and explanations below:

We will continue our previous outreach efforts as appropriate, because they help to meet and surpass our yearly goals. In addition, we will:

- 1) Target outreach to high schools where a majority of students do not speak English as their first language.
- 2) Partner with ASU's Access ASU and the Hispanic Mother Daughter Program.
- 3) Partner with Educators Rising to promote the area of LEP (Limited English Proficient) education.
- 4) Scholarships opportunities targeted to students interested in pursuing ESL/ELL teaching.
- 5) Provided engaging workshops taught by Teachers College faculty to current high school students at a Teachers College Signature Event that attracts over 500 students. Workshops, entitled "Becoming a Teacher 101".
- 6) Continued implementation of the iTeachELL Teacher Quality Partnership (TQP) grant.
- 7) Add a BLE Endorsement to provide additional reinforcement for LEP teachers.
- 8) Partner and information sharing with the AZ Department of Education ELL (Title 3) division.

Academic year 2017-18**Will your program prepare teachers in instruction of limited English proficient students in 2017-18?**

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

800

Provide any additional comments, exceptions and explanations below:

The following initiatives and goals associated with English Language Learners, Dual Language Education and BLE/ESL teacher education are in the early stages of development. Some research initiatives have already begun since 2015 at the Mary Lou Fulton Teachers College. In addition, we will continue to expand on previous goals established in 2016-2017.

1. Develop and expand Dual Language Education research in K-12 schools.
2. Provide professional development to school districts (K-12) with dual language programs and with English language learners
3. Develop a dual language secondary teacher education component to the existing BLE/ESL K-6 program.
4. Continue to expand Problem Based Learning and English Language Learner initiatives in STEM K-12.
5. Develop English Language Learner/ Newcomer Language Centers for Secondary ESL in Arizona through partnerships with high school districts.
6. Provide dual language certification for pre-service teachers in the BLE/ESL cohort program and for other teachers interested in dual language education.
7. Continue to conduct research in dual language pre-kinder schools in Arizona.
8. Partner with the Arizona Department of Education and Office of English Language Acquisition Services to develop ELL teacher training for K-12 teachers.
9. Partner with ASU admissions and high school districts to recruit future BLE, ESL, and DL teachers for Arizona schools.

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:

Mary Lou Fulton Teachers College at Arizona State University collects and uses data to ensure teacher preparation programs are responsive to the current educational needs found in today's classroom. For example, all lesson plans must include the provisions for differentiated instruction. Faculty within the college remain current and professionally active in their research and fields of study supporting course content that is both demanding and relevant to best prepare future teachers.

In addition, the college has district on-site programs that enhance opportunities to identify, plan and respond to local educational needs. These 30 school district site extend across the state of Arizona. Teacher candidates are instructed in how to address the needs of urban and rural schools as we provide opportunities for field placements in both. As a result, students participate in low-socioeconomic school settings as part of their field experience requirements to better understand the educational requirements of the community, state, and nation.

Specifically, all teacher candidates are qualified to teach limited English proficient students and receive a full Structured English Immersion (SEI) endorsement upon completion of our program. Teacher candidates (regardless of their major) are required to enroll in a general special education class to give them historical perspective, understanding, and skills to provide instruction to children with disabilities. Special education teacher candidates are provided a background in academic subjects that support their work with disabled children as well.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051-APK ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	54	253	52	96
NT051-APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	5			
NT051-APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2015-16	379	251	371	98
NT051-APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2014-15	418	250	414	99
NT051-APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2013-14	406	253	403	99
NT052-APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	35	251	33	94
NT052-APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	6			
NT052-APK SECONDARY Evaluation Systems group of Pearson All program completers, 2015-16	279	254	275	99
NT052-APK SECONDARY Evaluation Systems group of Pearson All program completers, 2014-15	269	253	266	99
NT052-APK SECONDARY Evaluation Systems group of Pearson All program completers, 2013-14	225	256	221	98
NT503-ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT503-ART Evaluation Systems group of Pearson	16	260	16	100

All program completers, 2015-16				
NT503-ART Evaluation Systems group of Pearson All program completers, 2014-15	14	259	14	100
NT503-ART Evaluation Systems group of Pearson All program completers, 2013-14	1			
NT305-BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
NT305-BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	27	252	26	96
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	27	247	26	96
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	20	254	20	100
007-BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	2			
NT309-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT309-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
NT306-CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
NT306-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT306-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	3			
NT306-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	9			
NT404-CHINESE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
048-DANCE Evaluation Systems group of Pearson Other enrolled students	1			
048-DANCE Evaluation Systems group of Pearson All program completers, 2015-16	9			
048-DANCE Evaluation Systems group of Pearson All program completers, 2014-15	10	255	8	80
036-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
036-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
036-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	105	261	99	94

036-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	82	264	80	98
036-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	80	262	78	98
045-EARTH SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
045-EARTH SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045-EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
045-EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
045-EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	3			
001-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
001-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
001-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
001-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	9			
NT102-ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	84	247	75	89
NT102-ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson Other enrolled students	16	217	10	63
NT102-ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2015-16	367	244	342	93
NT102-ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2014-15	380	244	364	96
NT102-ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2013-14	394	245	379	96
NT103-ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	77	249	72	94
NT103-ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson Other enrolled students	14	218	6	43
NT103-ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2015-16	363	244	324	89
NT103-ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2014-15	378	244	357	94
NT103-ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2013-14	392	245	374	95
002-ENGLISH	2			

Evaluation Systems group of Pearson All program completers, 2013-14				
NT301-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
NT301-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
NT301-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	76	253	76	100
NT301-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	64	252	63	98
NT301-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	62	249	61	98
016-FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	1			
016-FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	1			
NT402-FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	3			
004-GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	2			
004-GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	1			
NT302-HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	239	12	86
NT302-HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
NT302-HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	58	242	53	91
005-HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT302-HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	69	237	57	83
005-HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	2			
NT302-HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	67	237	56	84
NT304-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
NT304-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
NT304-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	35	248	33	94
NT304-MATHEMATICS Evaluation Systems group of Pearson	29	247	27	93

All program completers, 2014-15				
010-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
NT304-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	30	243	28	93
NT504-MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT504-MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
NT504-MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	15	262	15	100
NT504-MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	13	262	13	100
NT308-PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT308-PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT308-PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
NT308-PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
006-POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006-POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2015-16	4			
006-POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2014-15	4			
006-POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2013-14	2			
091-PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2015-16	1			
091-PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2013-14	2			
092-PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson Other enrolled students	2			
092-PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2015-16	1			
092-PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2013-14	6			
093-PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
093-PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	4			

093-PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	99	256	91	92
093-PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2014-15	84	259	78	93
093-PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2013-14	82	258	78	95
NT401-SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT401-SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	9			
NT401-SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	10	233	8	80
NT401-SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	3			
015-SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			
022-SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
022-SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2013-14	1			
023-SPECIAL ED.: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	55	246	41	75
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	253	20	100
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	109	248	102	94
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	148	244	137	93
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	135	245	132	98
049-THEATER Evaluation Systems group of Pearson All program completers, 2015-16	1			
049-THEATER Evaluation Systems group of Pearson All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	782	712	91
All program completers, 2014-15	789	733	93
All program completers, 2013-14	728	687	94

Section IV Low-Performing

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

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.

Mary Lou Fulton Teachers College addresses the use of technology in the following ways:

Technology for Instruction:

Today, schools and districts nationwide are examining the value of emerging technology, especially mobile devices, for teaching and learning—and are adopting policies and initiatives to put more technology devices into students' hands. In Mary Lou Fulton Teachers College, we strive to prepare teacher candidates who will thrive in today's classrooms by integrating technology to create student-centered, engaging, and meaningful learning experiences for pre-K through 12th grade students. To accomplish this, our college uses an "infusion" approach to prepare teacher candidates to meet the national education technology standards for teacher and to be successful teaching students in the digital age. Using this approach, specific courses (predominantly methods courses) in our program are identified as "technology-infused" which means that their syllabi have been developed to include several technology-rich lessons, activities, and assignments aimed at preparing students to learn to integrate technology into the curriculum.

The technology infusion work is guided by the International Society for Technology in Education (ISTE) standards for teachers and the TPACK framework, which illustrates the intersection of technology knowledge, pedagogical knowledge, and content knowledge.

Within the technology infused courses:

- Instructors model technology integration strategies that can be translated into K-12 classroom use. For example, in the writing methods course, instructors assign teacher candidates a project developing a digital story using multimedia. Digital storytelling is an approach they can replicate with their future K-12 students.
- Lessons explicitly cover various technology integration strategies, or require students to explore educational technology tools that support content and pedagogy. For example, an assignment in the math methods course requires teacher candidates to explore and evaluate a variety of online mathematics interactives.
- Teacher candidates integrate technology in the lesson plans and apply & evaluate assignments they develop.
- Teacher candidates also learn about the legal, ethical, and responsible use of technology, otherwise known as digital citizenship through online modules on copyright/fair use, social media/digital footprint, acceptable use, and fostering responsible student technology use.

Additionally, technology such as iPads (loaded with 100+ educational apps), clickers, STEM resources, cameras, and pedometers are available for student checkout so that they may explore the uses of these various technologies for teaching and learning.

In Mary Lou Fulton Teachers College, our faculty members embrace technology infusion as innovation in teaching excellence; and, as a result, our graduates are well-equipped to teach today's students in technology-rich classrooms.

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.

The Elementary Education program prepares students to design and implement instructional programs for children in grades 1-8. Students are required to take courses that have a focus on diverse student populations, including students with disabilities and students who are limited English proficient. Signature assignments in these courses address effective teaching strategies for students with disabilities and for those who may need other accommodations. Professional programs in Secondary Education prepare students to teach a variety of subjects in grades 7-12. These programs equip students with the in-depth knowledge and teaching strategies necessary to serve the educational needs and challenges of all students at the secondary level, including those with disabilities and those who are limited English proficient. Furthermore, these courses and other program prerequisite courses require a study of NCLB, IDEA, and training related to participation as a member of IEP's for all teacher candidates. Finally, all teacher candidates must student teach in schools and in classrooms with diverse student populations. They participate, as appropriate, in teaching students with limited English proficiency and in the development of IEP's alongside their mentor teachers. All lesson plans must include the provisions for differentiated instruction. Successful candidates in both programs earn ADE's Structured English Immersion Endorsement. Courses that address these requirements are displayed in the list below.

Students in the Special Education program gain an in-depth understanding of the various disabilities and learn strategies and techniques to support and teach individuals with special needs. Signature assignments, field experiences, and student teaching activities are all designed to teach students with disabilities effectively, participate as a member of individual education program teams, and effectively teach students who are limited English proficient. The special education program and program prerequisites require a study of NCLB, IDEA, and training related to participation as a member of IEP's, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. Finally, all special education teacher candidates must intern and student teach in schools and in special education programs with inclusive practices. They participate, as appropriate, in the development of IEP's alongside their mentor teachers and are placed in assignments with a high probability of experience with teaching students with limited English proficiency. Successful candidates in special education earn ADE's Structured English Immersion Endorsement. Although these requirements are threaded throughout the entire program, specific courses where these elements are the particular focus of these 6 elements.

1. Prepare general educators to teach students with disabilities effectively - Courses where this element is addressed:

TEL 311 Instruction and Management in the Inclusive Classroom

SPE 416 Quality Practice in Collaborative Classrooms -OR-

SPE 417 Inclusion Practices at the Secondary Level -OR-

SPE 555 Inclusive Practices for Diverse Learners

SPE 222/EDU 222 Orientation to Education of Exceptional Children

EED 521 Instructional Planning/Management/Inclusive Classroom

PPE 460 Adapted and Inclusive Physical Education

2. Prepare general educators to participate as a member of individual education program teams - Courses where this element is addressed:

TEL 311 Instruction and Management in the Inclusive Classroom

SPE 416 Quality Practice in Collaborative Classrooms -OR-

SPE 417 Inclusion Practices at the Secondary Level -OR-

SPE 555 Inclusive Practices for Diverse Learners

SPE 222/EDU 222 Orientation to Education of Exceptional Children

BLE 478 Student Teaching in Diverse Language Classrooms

EED 478/578 Student teaching in the Elementary school -OR-

SED 478/578 Student Teaching in Secondary Schools -OR-

ECD 478/578 Student Teaching: Early Child K-3 -OR-

ECS 478 Student Teaching: Inclusive Birth-5 -OR-

SPE 478/578 Student Teaching in Special Education

PPE 478 PPE Secondary Student Teaching

3. Prepare general educators to teach students who are limited English proficient effectively-Courses where this element is addressed:

SPF 301 Culture and Schooling

BLE 220/EDU 220 Foundations of Structured English Immersion

4. Prepare special educators to teach students with disabilities effectively-Courses where this element is addressed:

SPE 424 Methods of Cross-Categorical Special Education

5. Prepare special educators to participate as a member of individual education program team-Courses where this element is addressed:

SPE 430 Professional Practices, Foundations, and Collaborative Teaching in Special Education

6. Prepare special educators to teach students who are limited English proficient effectively-Courses where this element is addressed:

SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth

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.

Students in the Special Education program gain an in-depth understanding of the various disabilities and learn strategies and techniques to support and teach individuals with special needs. Signature assignments, field experience, and student teaching activities are all designed to teach students with disabilities effectively participate as a member of individual education program teams, and effectively teach students who are limited English proficient. The special education program and program prerequisites require a study of NCLB, IDEA, and training related to participation as a member of IEP's, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. Finally, all special education teacher candidates must intern and student teach in schools and in special education programs with inclusive practices. They participate, as appropriate, in the development of IEP's alongside their mentor teachers and are placed in assignments with a high probability of experience with teaching students with limited English proficiency. All lesson plans must include the provisions for differentiated instruction. Successful candidates in special education earn ADE's Structured English Immersion Endorsement. Although these requirements are threaded throughout the entire program, specific courses where these elements are the particular focus of these 6 elements.

1. Prepare general educators to teach students with disabilities effectively - Courses where this element is addressed:

TEL 311 Instruction and Management in the Inclusive Classroom

SPE 416 Quality Practice in Collaborative Classrooms -OR-

SPE 417 Inclusion Practices at the Secondary Level -OR-

SPE 555 Inclusive Practices for Diverse Learners

SPE 222/EDU 222 Orientation to Education of Exceptional Children

EED 521 Instructional Planning/Management/Inclusive Classroom

PPE 460 Adapted and Inclusive Physical Education

2. Prepare general educators to participate as a member of individual education program teams - Courses where this element is addressed:

TEL 311 Instruction and Management in the Inclusive Classroom

SPE 416 Quality Practice in Collaborative Classrooms -OR-

SPE 417 Inclusion Practices at the Secondary Level -OR-

SPE 555 Inclusive Practices for Diverse Learners

SPE 222/EDU 222 Orientation to Education of Exceptional Children

BLE 478 Student Teaching in Diverse Language Classrooms

EED 478/578 Student teaching in the Elementary school -OR-

SED 478/578 Student Teaching in Secondary Schools -OR-

ECD 478/578 Student Teaching: Early Child K-3 -OR-

ECS 478 Student Teaching: Inclusive Birth-5 -OR-

SPE 478/578 Student Teaching in Special Education

PPE 478 PPE Secondary Student Teaching

3. Prepare general educators to teach students who are limited English proficient effectively-Courses where this element is addressed:

SPF 301 Culture and Schooling

BLE 220/EDU 220 Foundations of Structured English Immersion

4. Prepare special educators to teach students with disabilities effectively-Courses where this element is addressed:

SPE 424 Methods of Cross-Categorical Special Education

5. Prepare special educators to participate as a member of individual education program team-Courses where this element is addressed:

SPE 430 Professional Practices, Foundations, and Collaborative Teaching in Special Education

6. Prepare special educators to teach students who are limited English proficient effectively-Courses where this element is addressed:

SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth

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.

No substantive (20+%) changes to Board approved programs were made during the 2015-16 academic year. However, we continue to monitor courses in each of our programs in order to increase rigor and better meet the needs of this generation of teachers and learners. There are six elements to our curriculum innovation: 1. Greater clinical experiences linked to classroom practices; 2. Boosted academic content by partnering with colleges across the university to support academic standards for pre-service teachers; 3. Strengthened education courses, particularly related to math and science; 4. Added signature courses developed by nationally and internationally renewed experts in medicine, science and the humanities; 5. Streamlined the process for transfer students to seamlessly complete the program; 6. Senior Year Residency for Elementary Education majors through extended student teaching which starts with teacher in-service and continues through the K-12 school year rather than a traditional semester. Longitudinal tracking of program graduates are taking place through the Teacher Preparation Research and Evaluation Project (T-PREP). T-PREP research questions include: 1) To what extent are graduates of the Mary Lou Fulton Teachers College effective as teachers? 2) To what extent are our graduates retained in the classroom compared to state and national averages? 3) Are Teachers College graduates more effective than teachers from other certification programs or paths? 4) What Teachers College program experiences (e.g., content instruction, clinical practice, field experience placement) have the greatest impact on the teaching effectiveness of graduates? 5) What teacher candidate characteristics (e.g., achievement, background, and experiences) most contribute to teacher effectiveness?

Supporting Files

Complete Report Card

AY 2015-16

ED.gov This is a United States Department of Education computer system.

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