

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Valdosta State University
 Traditional Program
 2008-09

[Print Report Card](#)

[Program Information](#)

Name of Institution: Valdosta State University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Georgia

Address: 1500 N. Patterson Street

Valdosta, GA, 31698

Contact Name: Dr. Julia Lee
Phone: 229-333-5925
Email: julielee@valdosta.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Subaward from Georgia Improving Teacher Quality Professional Development Higher Education Program

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

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

<http://www.valdosta.edu/coe/Academicprogr.shtml>

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

Other sophomore year for bachelor's; postgraduate for others

Does your initial teacher certification program conditionally admit students? Yes**Please provide any additional about or exceptions to the admissions information provided above:**

Rarely, a student may be admitted on appeal. Students in the MAT programs in special education have been allowed one semester to document meeting all admission requirements. For students in one MAT program, either a minimum GRE or MAT score is required. For one post-baccalaureate program, students must be working as a teacher. One post-baccalaureate program requires an interview for admission consideration.

Section I.b Program 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.

Total number of students enrolled in 2008-09:	1029
Unduplicated number of males enrolled in 2008-09:	211
Unduplicated number of females enrolled in 2008-09:	818

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	5
Black or African American:	181
Native Hawaiian or Other Pacific Islander:	0
White:	817
Two or more races:	16

Section I.c Supervised Experience**Provide the following information about supervised clinical experience in 2008-09.**

Average number of clock hours required prior to student teaching	300
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5.5

Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	5.5
Number of students in supervised clinical experience during this academic year	385

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

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	291	298	261
ART (P-12)	7	8	2
BUSINESS EDUCATION (6-12)	3	15	9
EARLY CHILDHOOD EDUCATION (P-5)	140	127	119
ENGLISH (6-12)	6	13	9
HEALTH & PHYSICAL EDUCATION (P-12)	26	27	20
HISTORY (6-12)	5	24	16
MATHEMATICS (6-12)	5	10	7
MIDDLE GRADES (4-8) - LANGUAGE ARTS	24	11	20
MIDDLE GRADES (4-8) - MATH	26	17	23
MIDDLE GRADES (4-8) - SCIENCE	25	15	21
MIDDLE GRADES (4-8) - SOCIAL SCIENCE	20	13	26
MUSIC (P-12)	9	7	8
POLITICAL SCIENCE (6-12)	0	1	7
SP ED ADAPTED CURRICULUM (P-12) CONSULTATIVE	9	4	3
SP ED DEAF ED (P-12) CONSULTATIVE	2	1	1
SP ED GENERAL CURRICULUM (P-12) CONSULTATIVE	21	15	17
SP ED GENERAL CURRICULUM CONSULTATIVE/ECE (P-5)	21	38	24
SPANISH (P-12)	8	3	3
BIOLOGY (6-12)	1	1	2
FRENCH (P-12)	0	1	0

Section I.e Program Completers

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

2008-09: 356

2007-08: 344

2006-07: 315

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>In conjunction with four other universities in the USG, we developed an online MAT program to prepare secondary mathematics and science teachers. While we do not currently admit students to the program, we worked very closely with personnel from other institutions in the development of the programs, including much participation in the work necessary for program approval. We provide one of the required courses for the program and, when the demand is apparent, will participate in admitting students to the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>In conjunction with four other universities in the USG, we developed an online MAT program to prepare secondary mathematics and science teachers. While we do not currently admit students to the program, we worked very closely with personnel from other institutions in the development of the programs, including much participation in the work necessary for program approval. We provide one of the required courses for the program and, when the demand is apparent, will participate in</p>

	<p>admitting students to the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>During the previous year (2007-2009), we began an online MAT program in special education (general curriculum and adapted curriculum) through an academic franchise offering. The program has been extremely popular; approximately 200 students have participated in either the special education general curriculum or special education adapted curriculum programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>The ESOL endorsement classes have been offered online to make them more accessible for students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

One very effective strategy has been the use of employer and graduate survey data regarding the effectiveness of our programs in these areas (e.g., preparation for classroom, content knowledge, teaching diverse learners, etc.). The survey data are both aggregated at the unit level and disaggregated at individual program levels to allow for data based decisions to be made. Unit-level training opportunities have been offered to students in clinical practice each semester. These opportunities are designed using data from our students and their employers.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
109 -Art Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	8					
109 -Art Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	8					
109 -Art Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	2					
110 -Art Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	8					
110 -Art Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	8					

110 -Art Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	2					
233 -Biology: Content Essays Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
233 -Biology: Content Essays Praxis Educational Testing Service (ETS) All program completers, 2006-07	2					
235 -Biology: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
235 -Biology: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2006-07	2					
26 -Biology: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	2					
26 -Biology: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	1					
27 -Biology: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	2					
27 -Biology: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	1					
100 -Business Education Praxis Educational Testing Service (ETS) All program completers, 2007-08	2					
100 -Business Education Praxis Educational Testing Service (ETS) All program completers, 2006-07	7					
642 -Business Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					
642 -Business Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	12		12	100		
38 -Business Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	5					
43 -Business Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					

43 -Business Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	12	12	100		
43 -Business Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	5				
28 -Chemistry: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	1				
29 -Chemistry: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	1				
1 -Early Childhood Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	175	153	87		
1 -Early Childhood Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	136	131	96		
1 -Early Childhood Education: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	50	46	92		
2 -Early Childhood Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	175	159	91		
2 -Early Childhood Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	136	132	97		
2 -Early Childhood Education: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	50	48	96		
3 -Early Childhood SpEd GC : Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	16	16	100		
3 -Early Childhood SpEd GC : Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	24	24	100		
4 -Early Childhood SpEd GC : Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	16	16	100		
4 -Early Childhood SpEd GC : Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	24	24	100		
271 -Ed of Deaf & Hard of Hear Praxis Educational Testing Service (ETS) All program completers, 2006-07	1				

353 -Ed. of Excep Students: Cont Praxis Educational Testing Service (ETS) All program completers, 2008-09	5					
353 -Ed. of Excep Students: Cont Praxis Educational Testing Service (ETS) All program completers, 2007-08	5					
353 -Ed. of Excep Students: Cont Praxis Educational Testing Service (ETS) All program completers, 2006-07	22		22	100		
12 -Elem Ed: Content Praxis Educational Testing Service (ETS) All program completers, 2007-08	2					
12 -Elem Ed: Content Praxis Educational Testing Service (ETS) All program completers, 2006-07	73		73	100		
16 -Elem Ed: Cur Inst Asmt K-5 Praxis Educational Testing Service (ETS) All program completers, 2007-08	3					
16 -Elem Ed: Cur Inst Asmt K-5 Praxis Educational Testing Service (ETS) All program completers, 2006-07	73		73	100		
41 -Eng Lang Lit Comp: Content Praxis Educational Testing Service (ETS) All program completers, 2008-09	1					
41 -Eng Lang Lit Comp: Content Praxis Educational Testing Service (ETS) All program completers, 2006-07	8					
42 -Eng Lang Lit Comp: Essays Praxis Educational Testing Service (ETS) All program completers, 2008-09	1					
42 -Eng Lang Lit Comp: Essays Praxis Educational Testing Service (ETS) All program completers, 2006-07	8					
20 -English: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	6					
20 -English: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	12		12	100		
20 -English: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	3					
21 -English: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	6					

21 -English: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	12	11	92		
21 -English: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	3				
173 -French: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2007-08	1				
173 -French: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2006-07	1				
171 -French: Language Skills Praxis Educational Testing Service (ETS) All program completers, 2007-08	1				
171 -French: Language Skills Praxis Educational Testing Service (ETS) All program completers, 2006-07	1				
201 -GACE Basic Skills Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	92	92	100		
201 -GACE Basic Skills Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	4				
200 -GACE Basic Skills Reading Evaluation Systems group of Pearson All program completers, 2008-09	92	92	100		
200 -GACE Basic Skills Reading Evaluation Systems group of Pearson All program completers, 2007-08	4				
202 -GACE Basic Skills Writing Evaluation Systems group of Pearson All program completers, 2008-09	92	92	100		
202 -GACE Basic Skills Writing Evaluation Systems group of Pearson All program completers, 2007-08	4				
856 -Health & Phys Ed Praxis Educational Testing Service (ETS) All program completers, 2006-07	9				
115 -Health and Physical Ed: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	28	28	100		
115 -Health and Physical Ed: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	32	30	94		

115 -Health and Physical Ed: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	11		10	91		
116 -Health and Physical Ed: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	28		28	100		
116 -Health and Physical Ed: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	32		32	100		
116 -Health and Physical Ed: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	12		11	92		
34 -History: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					
34 -History: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	28		26	93		
34 -History: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	9					
35 -History: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					
35 -History: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	28		28	100		
35 -History: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	9					
61 -Math: Content Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
61 -Math: Content Praxis Educational Testing Service (ETS) All program completers, 2006-07	5					
63 -Math: Proofs Models Probs Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
63 -Math: Proofs Models Probs Praxis Educational Testing Service (ETS) All program completers, 2006-07	5					
22 -Mathematics: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	3					

22 -Mathematics: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	9					
22 -Mathematics: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	4					
23 -Mathematics: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	3					
23 -Mathematics: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	9					
23 -Mathematics: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	4					
11 -Middle Grades Language Arts GACE Evaluation Systems group of Pearson All program completers, 2008-09	23		22	96		
11 -Middle Grades Language Arts GACE Evaluation Systems group of Pearson All program completers, 2007-08	10		9	90		
11 -Middle Grades Language Arts GACE Evaluation Systems group of Pearson All program completers, 2006-07	3					
13 -Middle Grades Mathematics GACE Evaluation Systems group of Pearson All program completers, 2008-09	29		28	97		
13 -Middle Grades Mathematics GACE Evaluation Systems group of Pearson All program completers, 2007-08	14		13	93		
13 -Middle Grades Mathematics GACE Evaluation Systems group of Pearson All program completers, 2006-07	10		7	70		
14 -Middle Grades Science GACE Evaluation Systems group of Pearson All program completers, 2008-09	26		26	100		
14 -Middle Grades Science GACE Evaluation Systems group of Pearson All program completers, 2007-08	13		11	85		
14 -Middle Grades Science GACE Evaluation Systems group of Pearson All program completers, 2006-07	10		10	100		
15 -Middle Grades Social Science GACE Evaluation Systems group of Pearson All program completers, 2008-09	23		19	83		

15 -Middle Grades Social Science GACE Evaluation Systems group of Pearson All program completers, 2007-08	14	11	79		
15 -Middle Grades Social Science GACE Evaluation Systems group of Pearson All program completers, 2006-07	13	10	77		
49 -Middle School Eng Lang Arts Praxis Educational Testing Service (ETS) All program completers, 2007-08	2				
49 -Middle School Eng Lang Arts Praxis Educational Testing Service (ETS) All program completers, 2006-07	4				
69 -Middle School Mathematics Praxis Educational Testing Service (ETS) All program completers, 2007-08	3				
69 -Middle School Mathematics Praxis Educational Testing Service (ETS) All program completers, 2006-07	14	12	86		
439 -Middle School Science Praxis Educational Testing Service (ETS) All program completers, 2007-08	2				
439 -Middle School Science Praxis Educational Testing Service (ETS) All program completers, 2006-07	8				
89 -Middle School Social Studies Praxis Educational Testing Service (ETS) All program completers, 2007-08	1				
89 -Middle School Social Studies Praxis Educational Testing Service (ETS) All program completers, 2006-07	7				
111 -Music: Concepts and Process Praxis Educational Testing Service (ETS) All program completers, 2006-07	3				
113 -Music: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2006-07	3				
611 -Music: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	9				
611 -Music: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	9				
101 -Music: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	6				

112 -Music: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	9				
112 -Music: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	9				
112 -Music: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	6				
92 -Physical Education Praxis Educational Testing Service (ETS) All program completers, 2006-07	9				
32 -Political Science: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	1				
33 -Political Science: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	1				
777 -Praxis CBT PPST Basic Skills Composite Educational Testing Service (ETS) All program completers, 2008-09	39		39	100	
777 -Praxis CBT PPST Basic Skills Composite Educational Testing Service (ETS) All program completers, 2007-08	91		91	100	
777 -Praxis CBT PPST Basic Skills Compostite Educational Testing Service (ETS) All program completers, 2006-07	59		59	100	
5730 -Praxis CBT PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2008-09	25		25	100	
5730 -Praxis CBT PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2007-08	48		48	100	
5730 -Praxis CBT PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2006-07	47		44	94	
5710 -Praxis CBT PPST BS Reading Educational Testing Service (ETS) All program completers, 2008-09	25		25	100	
5710 -Praxis CBT PPST BS Reading Educational Testing Service (ETS) All program completers, 2007-08	49		49	100	
5710 -Praxis CBT PPST BS Reading Educational Testing Service (ETS) All program completers, 2006-07	52		49	94	

5720 -Praxis CBT PPST BS Writing Educational Testing Service (ETS) All program completers, 2008-09	25	25	100		
5720 -Praxis CBT PPST BS Writing Educational Testing Service (ETS) All program completers, 2007-08	52	51	98		
5720 -Praxis CBT PPST BS Writing Educational Testing Service (ETS) All program completers, 2006-07	46	43	93		
999 -Praxis Overall Basic Skills Composite Educational Testing Service (ETS) All program completers, 2008-09	10	10	100		
999 -Praxis Overall Basic Skills Composite Educational Testing Service (ETS) All program completers, 2007-08	12	12	100		
999 -Praxis Overall Basic Skills Composite Educational Testing Service (ETS) All program completers, 2006-07	10	10	100		
888 -Praxis PPST Basic Skills Composite Educational Testing Service (ETS) All program completers, 2008-09	4				
888 -Praxis PPST Basic Skills Composite Educational Testing Service (ETS) All program completers, 2007-08	18	18	100		
888 -Praxis PPST Basic Skills Composite Educational Testing Service (ETS) All program completers, 2006-07	16	16	100		
730 -Praxis PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2008-09	3				
730 -Praxis PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2007-08	9				
730 -Praxis PPST BS Mathematics Educational Testing Service (ETS) All program completers, 2006-07	23	17	74		
710 -Praxis PPST BS Reading Educational Testing Service (ETS) All program completers, 2008-09	3				
710 -Praxis PPST BS Reading Educational Testing Service (ETS) All program completers, 2007-08	8				
710 -Praxis PPST BS Reading Educational Testing Service (ETS) All program completers, 2006-07	19	17	89		

720 -Praxis PPST BS Writing Educational Testing Service (ETS) All program completers, 2008-09	2					
720 -Praxis PPST BS Writing Educational Testing Service (ETS) All program completers, 2007-08	6					
720 -Praxis PPST BS Writing Educational Testing Service (ETS) All program completers, 2006-07	22		21	95		
80 -Social Studies: Content Praxis Educational Testing Service (ETS) All program completers, 2006-07	6					
85 -Social Studies: Interp Praxis Educational Testing Service (ETS) All program completers, 2006-07	6					
321 -Sp Ed: Mental Retardation Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
191 -Spanish: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
191 -Spanish: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2006-07	3					
192 -Spanish: Language Skills Praxis Educational Testing Service (ETS) All program completers, 2007-08	1					
192 -Spanish: Language Skills Praxis Educational Testing Service (ETS) All program completers, 2006-07	3					
141 -Spanish: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	6					
141 -Spanish: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	3					
141 -Spanish: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	1					
142 -Spanish: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	6					
142 -Spanish: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	3					

142 -Spanish: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	1					
683 -Spec Ed Adapted Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					
683 -Spec Ed Adapted Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	2					
683 -Spec Ed Adapted Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	2					
84 -Spec Ed Adapted Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	7					
84 -Spec Ed Adapted Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	2					
84 -Spec Ed Adapted Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	2					
85 -Spec Ed DEAF Ed: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	2					
85 -Spec Ed DEAF Ed: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	1					
86 -Spec Ed DEAF Ed: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	2					
86 -Spec Ed DEAF Ed: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	1					
681 -Spec Ed General Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		
681 -Spec Ed General Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2007-08	8					
81 -Spec Ed General Curriculum: Test I GACE Evaluation Systems group of Pearson All program completers, 2006-07	7					
82 -Spec Ed General Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		

82 -Spec Ed General Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2007-08	8					
82 -Spec Ed General Curriculum: Test II GACE Evaluation Systems group of Pearson All program completers, 2006-07	7					
941 -World & U.S. Hist: Content Praxis Educational Testing Service (ETS) All program completers, 2006-07	2					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	341	310	91	
All program completers, 2007-08	336	321	96	
All program completers, 2006-07	291	264	91	

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V. Technology

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 how your program 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 how your program 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.

Pre-service teachers in all of our programs complete at least one project designed to directly measure our students' impact on P-12 learning. The types of projects vary by program; pre-service teachers in all programs use an effect size statistic to identify a quantifiable measure of impact. While our pre-service teachers use technology throughout their programs, this project provides them with an opportunity to demonstrate their ability to do all of the above (to integrate technology into curricula and instruction as well as to use technology to collect, manage, and analyze data to improve teaching and learning).

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

Yes

Yes

Yes

Provide a description of how your program 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.

Students in all programs take a state-mandated course addressing concepts related to identifying and teaching students with disabilities. In addition to this course, within programs, concepts such as differentiated instruction and response to intervention are included.

Does your program prepare special education teachers to:

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

Yes

Yes

Yes

Provide a description of how your program 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.

In 2008-2009, the blended early childhood and special education program (housed in the Department of Early Childhood and Special Education) was awarded a USDOE OSEP personnel preparation project (CDFA 84.325T). This project, Seeking to Prepare Highly Qualified and Effective Special Educators, is designed to support the ability of faculty in two VSU programs (Special Education and Early Childhood Education) to improve and restructure the existing B.S.Ed/M.Ed blended certification program that prepares pre-service teachers to meet the needs of students with disabilities in the general curriculum. The goals of the restructuring are: a) improve the design and supervision of field experiences focusing on the skills needed to provide instruction in general education classes with regular education partners; b) develop an induction and mentoring component for the program; c) redesign the curriculum and field experiences to increase the ability of special education teachers to work effectively with culturally and linguistically diverse populations; d) involve parents, practicing teachers/administrators and arts/sciences faculty in the redesign and implementation of the restructured program; e) focus on inclusion of high-need schools as partners in the training program; and f) ensure that graduates of the program have competence in academic content areas as well as special education expertise, making them highly qualified effective teachers.

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.

Interpretive summary of our conceptual framework is attached.

Supporting Files

[VSU Conceptual Framework Interpretive Summary](#)

Valdosta State University

Traditional Program

2008-09

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)