

Title II Higher Education Act

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Valdosta State University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Valdosta State University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Georgia

Address: 1500 N. Patterson Street

Valdosta, GA, 31698

Contact Name: Dr. Karla Hull

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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
Background check	Yes	Yes
Experience in a classroom or working with children	No	No

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test	No	No
Other (specify:)	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 through our Initial Preparation Policies Committee or the Dean. For students in the Middle or Secondary Education MAT program, either a minimum GRE or MAT score is required. For one post-baccalaureate program and one MAT 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 2010-11:	749
Unduplicated number of males enrolled in 2010-11:	159
Unduplicated number of females enrolled in 2010-11:	588

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	24
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	6
Black or African American:	170
Native Hawaiian or Other Pacific Islander:	2
White:	502
Two or more races:	11

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	26
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10.5
Number of students in supervised clinical experience during this academic year	372

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

As per the additional guidance provided in the link above, the number of faculty supervising clinical experiences in this report was calculated differently from past reports because no weight was given to the number of faculty based on the number of candidates they supervised. In past reports, the number took into account faculty loads and number of candidates supervised.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	116
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	164
Teacher Education - Junior High/Intermediate/Middle School Education	104
Teacher Education - Secondary Education	51
Teacher Education - Multiple Levels	122

Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	6
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	6
Teacher Education - Health	28
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	31
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	28
Teacher Education - Reading	3
Teacher Education - Science Teacher Education/General Science	30
Teacher Education - Social Science	31
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	3
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	116
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	164
Teacher Education - Junior High/Intermediate/Middle School Education	104
Teacher Education - Secondary Education	51
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	6
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	6
Teacher Education - Health	28
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	31
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	28
Teacher Education - Reading	3
Teacher Education - Science	30
Teacher Education - Social Science	31
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	3
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Teacher Education - Multiple Levels	122

Section I.e Program Completers

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

2010-11: 389

2009-10: 377

2008-09: 356

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: 2010-11</p> <p>Goal: 125 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We continued our participation in the collaborative online MAT program to prepare secondary mathematics and science teachers. 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> <p>We are making adequate progress and are on track for preparing at least 125 middle grades and/or secondary mathematics teachers by the 2013-2014 academic year.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 125 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We continued our participation in the collaborative online MAT program to prepare secondary mathematics and science teachers. 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> <p>We are making adequate progress on this goal and are on track for preparing at least 125 middle grades and/or secondary science teachers by the 2013-2014 academic year. While we only had 20 completers in 2009-2010, we had 33 completers in 2010-2011. Based on our current enrollment data, we anticipate another increase in the numbers completing in future years.</p>
Special education	<p>Academic year: 2010-11</p>

	<p>Goal: 350 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>During the 2009-2010 academic year, 129 special educators were prepared. During the 2010-2011 academic year, 116 special educators were prepared. The majority of these educators completed one of the online special education preparation programs. Enrollment in those programs has decreased due to a change in admission requirements (only practicing classroom teachers holding nonrenewable, nonprofessional teaching certificates are eligible to enter); this decrease was anticipated at the time the changes were developed.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We recognize that the number of completers will decrease in future years (change in admission criteria) but anticipate meeting the 5-year goal established.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2010-11</p> <p>Goal: Not applicable</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> <p>We only offer an endorsement in ESOL, not a complete teacher preparation program.</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: Not applicable</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> <p>N/A</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:

Currently, we have several faculty enrolled in coursework focusing on educating students who have limited English proficiency. Two of the faculty members have completed the sequence of courses that lead to the ESOL Endorsement.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
109 -Art Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				100	248
109 -Art Education: Test I Evaluation Systems group of Pearson Other enrolled students	4				94	249
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	6				99	249
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	12	244	12	100	99	248
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	8				98	247
110 -Art Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				100	242
110 -Art Education: Test II Evaluation Systems group of Pearson Other enrolled students	3				88	239

110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	6				97	247
110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	12	235	10	83	97	244
110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	8				95	243
026 -Biology: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				91	244
026 -Biology: Test I Evaluation Systems group of Pearson All program completers, 2010-11	3				99	247
027 -Biology: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				91	243
027 -Biology: Test II Evaluation Systems group of Pearson All program completers, 2010-11	3				99	244
042 -Business Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
042 -Business Education: Test I Evaluation Systems group of Pearson Other enrolled students	4				79	236
042 -Business Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	6				91	236
042 -Business Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	11	222	8	73	92	240
042 -Business Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	7				95	236
043 -Business Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
043 -Business Education: Test II Evaluation Systems group of Pearson Other enrolled students	4				84	240

043 -Business Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	6				93	240
043 -Business Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	11	221	9	82	96	240
043 -Business Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	7				100	237
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				91	242
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson Other enrolled students	1				78	235
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2010-11	27	249	26	96	96	247
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2009-10	34	251	34	100	98	247
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2008-09	20	249	20	100	99	249
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				91	234
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson Other enrolled students	1				74	230
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2010-11	27	245	27	100	95	236
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2009-10	34	245	34	100	98	239
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2008-09	20	244	20	100	99	240
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	22	226	13	59	78	232
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson Other enrolled students	36	221	18	50	71	230

001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	136	231	115	85	91	237
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	128	234	118	92	94	238
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	174	234	164	94	96	237
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	23	231	16	70	86	239
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson Other enrolled students	31	229	21	68	80	238
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	136	238	118	87	94	244
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	128	240	123	96	95	244
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	174	239	165	95	96	243
020 -English: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				98	243
020 -English: Test I Evaluation Systems group of Pearson Other enrolled students	5				89	239
020 -English: Test I Evaluation Systems group of Pearson All program completers, 2010-11	5				98	245
020 -English: Test I Evaluation Systems group of Pearson All program completers, 2009-10	5				98	245
020 -English: Test I Evaluation Systems group of Pearson All program completers, 2008-09	6				99	243
021 -English: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				85	236
021 -English: Test II Evaluation Systems group of Pearson Other enrolled students	5				85	238

021 -English: Test II Evaluation Systems group of Pearson All program completers, 2010-11	5				96	246
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2009-10	5				97	244
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2008-09	6				98	243
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				96	241
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson Other enrolled students	4				76	235
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2010-11	28	234	23	82	91	244
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2009-10	24	240	23	96	97	244
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2008-09	28	242	28	100	98	245
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				96	239
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson Other enrolled students	4				87	238
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2010-11	28	239	25	89	95	246
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2009-10	24	248	24	100	96	246
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2008-09	28	243	28	100	99	247
034 -History: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				96	241
034 -History: Test I Evaluation Systems group of Pearson Other enrolled students	4				86	241

034 -History: Test I Evaluation Systems group of Pearson All program completers, 2010-11	3				98	244
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2009-10	4				97	244
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2008-09	8				96	243
035 -History: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				93	236
035 -History: Test II Evaluation Systems group of Pearson Other enrolled students	4				94	240
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2010-11	3				98	242
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2009-10	4				97	242
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2008-09	8				97	240
022 -Mathematics: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				94	254
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2010-11	3				99	262
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2009-10	2				98	259
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2008-09	3				99	259
023 -Mathematics: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				94	244
023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2010-11	3				99	251
023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2009-10	2				98	250

023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2008-09	3				99	251
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				86	239
011 -Middle Grades Language Arts Evaluation Systems group of Pearson Other enrolled students	15	246	15	100	87	239
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	15	239	14	93	96	246
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2009-10	16	239	15	94	98	244
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2008-09	23	239	22	96	98	244
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				78	236
013 -Middle Grades Mathematics Evaluation Systems group of Pearson Other enrolled students	18	227	12	67	78	235
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	27	234	24	89	90	242
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2009-10	27	241	27	100	95	246
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	29	245	29	100	94	244
012 -Middle Grades Reading Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
012 -Middle Grades Reading Evaluation Systems group of Pearson Other enrolled students	1				100	245
012 -Middle Grades Reading Evaluation Systems group of Pearson All program completers, 2010-11	3				100	248
012 -Middle Grades Reading Evaluation Systems group of Pearson All program completers, 2009-10	1				96	244

014 -Middle Grades Science Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				86	239
014 -Middle Grades Science Evaluation Systems group of Pearson Other enrolled students	13	231	8	62	87	240
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2010-11	29	238	27	93	98	243
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2009-10	19	237	18	95	96	243
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2008-09	26	238	26	100	97	245
015 -Middle Grades Social Science Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				87	237
015 -Middle Grades Social Science Evaluation Systems group of Pearson Other enrolled students	17	227	13	76	84	236
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2010-11	28	231	25	89	93	239
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2009-10	21	234	20	95	91	239
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2008-09	23	233	21	91	90	236
111 -Music: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	258
111 -Music: Test I Evaluation Systems group of Pearson Other enrolled students	1				100	256
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2010-11	21	254	21	100	99	260
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2009-10	13	255	13	100	100	261
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2008-09	9				99	262

112 -Music: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	245
112 -Music: Test II Evaluation Systems group of Pearson Other enrolled students	1				97	244
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2010-11	21	242	21	100	99	251
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2009-10	13	242	12	92	99	250
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2008-09	9				99	252
030 -Physics: Test I Evaluation Systems group of Pearson Other enrolled students	1				93	260
031 -Physics: Test II Evaluation Systems group of Pearson Other enrolled students	1				100	264
032 -Political Science: Test I Evaluation Systems group of Pearson Other enrolled students	2				93	240
032 -Political Science: Test I Evaluation Systems group of Pearson All program completers, 2010-11	3				100	246
032 -Political Science: Test I Evaluation Systems group of Pearson All program completers, 2009-10	1				100	242
033 -Political Science: Test II Evaluation Systems group of Pearson Other enrolled students	2				96	245
033 -Political Science: Test II Evaluation Systems group of Pearson All program completers, 2010-11	3				100	248
033 -Political Science: Test II Evaluation Systems group of Pearson All program completers, 2009-10	1				96	240
141 -Spanish: Test I Evaluation Systems group of Pearson Other enrolled students	2				93	257
141 -Spanish: Test I Evaluation Systems group of Pearson All program completers, 2010-11	5				100	255

141 -Spanish: Test I Evaluation Systems group of Pearson All program completers, 2009-10	3				100	258
141 -Spanish: Test I Evaluation Systems group of Pearson All program completers, 2008-09	6				100	250
142 -Spanish: Test II Evaluation Systems group of Pearson Other enrolled students	2				98	251
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2010-11	5				100	249
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2009-10	3				100	253
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2008-09	6				100	249
083 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8					
083 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson Other enrolled students	1				100	245
083 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2010-11	12	249	12	100	100	248
083 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2009-10	9				100	250
083 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2008-09	7				100	256
084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8					
084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson Other enrolled students	1				100	240
084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2010-11	12	240	12	100	100	244
084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2009-10	9				100	246

084 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2008-09	7				100	255
085 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6					
085 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson Other enrolled students	2					
085 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	2					
085 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	6					
085 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	2					
086 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6					
086 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson Other enrolled students	1					
086 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	2					
086 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	6					
086 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	2					
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	52	243	52	100	97	241
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson Other enrolled students	21	236	20	95	95	240
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2010-11	65	249	65	100	99	245
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2009-10	74	247	74	100	99	246

081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2008-09	9				99	247
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	52	239	51	98	94	239
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson Other enrolled students	20	235	19	95	92	237
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2010-11	65	245	65	100	99	242
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2009-10	74	243	74	100	100	243
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2008-09	9				99	243

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	377	338	90	93
All program completers, 2009-10	369	349	95	96
All program completers, 2008-09	338	322	95	97

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 continue to complete at least one project designed to directly measure their impact on P-12 learning; this project requires extensive use of technology to collect, manage, and analyze data and to report findings. Additionally, principles of universal design for learning are incorporated in our overview course related to serving students with disabilities as well as in program-specific courses in the different majors.

Section VI. Teacher Training

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 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, response to intervention, and strategies for teaching students who are limited English proficient are included. Our largest program, Early Childhood Education (grades P-5) was recently modified extensively to ensure that these elements will be more explicitly taught in the program. Students in our Middle Grades program take a dedicated course in differentiated instruction; this course includes a unit on effectively teaching students with disabilities and students who are English Language Learners.

Does your program prepare special education teachers to:

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

Provide a description of 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 (CDFR 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 continue to meet the highly qualified academic content expectations as well as have 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.

The conceptual framework is currently under ongoing revision by the COE Conceptual Framework Committee. The Interpretive summary of our current conceptual framework is attached.

Supporting Files

[Contextual Framework Interpretive Summary](#)

Valdosta State University
Traditional Program
2010-11

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