Title II
Higher Education Act

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Valdosta State University

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: Valdosta State University

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Georgia

Address: 1500 N. Patterson Street

Valdosta, GA, 31698

Contact Name: Dr. Brian Gerber

Phone: 229-333-5925

Email: blgerber@valdosta.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Biology	No
Business Education	No
Chemistry	No
Early Childhood Education (ECE)	No
Earth/Space Science	No
English	No
French	No
Health and Physical Education	No
History	No
Mathematics	No
Middle Grades	No
Music	No
Physics	No
Political Science	No
Reading	No
Spanish	No
Special Education Adapted Curriculum	No
Special Education Deaf Education	No
Special Education General Curriculum	No
Special Education General Curriculum/ECE	No
Total number of teacher preparation programs: 21	

Section I.b Admissions

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

Other   junior year for bachelor's; postgraduate for others

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.valdosta.edu/colleges/education/advising/admission-criteria.php

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

Rarely, a student may be admitted on appeal through our Undergraduate and 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 MAT program, students must be working as a teacher.

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	No	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	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other 3 programs require a minimim 2.75 GPA	Yes	Yes

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 2011-12

3.05

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 2011-12

3.27

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	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	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	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 2011-12

3

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 2011-12

3.66

Section I.c 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 2011-12:	774
Unduplicated number of males enrolled in 2011-12:	211
Unduplicated number of females enrolled in 2011-12:	563

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	15
Race	
American Indian or Alaska Native:	2
Asian:	4
Black or African American:	202
Native Hawaiian or Other Pacific Islander:	0
White:	506
Two or more races:	14

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	600
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)	7

Number of students in supervised clinical experience during this academic year	309

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	88
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	141
Teacher Education - Junior High/Intermediate/Middle School Education	113
Teacher Education - Secondary Education	55
Teacher Education - Multiple Levels	89
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	10
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	7
Teacher Education - Health	25
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	30
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	6
Teacher Education - Science Teacher Education/General Science	22
Teacher Education - Social Science	36
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	8
Teacher Education - Physics	1
Teacher Education - Spanish	7
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.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	88
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	141
Teacher Education - Junior High/Intermediate/Middle School Education	113
Teacher Education - Secondary Education	55
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	10
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	7
Teacher Education - Health	25
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	30
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	6
Teacher Education - Science	
Teacher Education - Social Science	36
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	7
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:	

Section I.f Program Completers

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

2011-12: 342

2010-11: 389

2009-10: 377

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

25

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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.

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

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.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

25

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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.

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

We are making adequate progress and are on track for preparing at least 125 middle grades and/or secondary science teachers by the 2013-2014 academic year.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

35

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

During the 2009-2010 academic year, 129 special educators were prepared. During the 2010-2011 academic year, 116 special educators were prepared. During the 2011-12 academic year, 88 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.

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

We recognize that the number of completers will decrease in future years due to the change in admission criteria but anticipate meeting the 5-year goal established.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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

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

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

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

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:

Currently, we are revising some of our field experiences to allow candidates more time in the classroom prior to clinical practice. We offered professional development in the new state Common Core Standards to our student teachers and interns. Recently, we hired new faculty with training and experiences teaching linguistically diverse P-12 students.

Section III. Assessment Rates

Print Report Card

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
040 - AGRICULTURAL EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	1			
041 - AGRICULTURAL EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	1			
109 - ART EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
109 - ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	8			
109 - ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	6			
109 - ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	12	244	12	100
110 - ART EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
110 - ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	8			
110 - ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	6			
110 - ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	12	235	10	83
026 - BIOLOGY: TEST I Evaluation Systems group of Pearson Other enrolled students	1			
026 - BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	2			
026 - BIOLOGY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	3			
027 - BIOLOGY: TEST II Evaluation Systems group of Pearson Other enrolled students	1			

027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	2			
027 -BIOLOGY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	3			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	3			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	10	232	8	80
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	6			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	11	222	8	73
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	10	236	10	100
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	6			
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	11	221	9	82
028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson Other enrolled students	2			
029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
003 -EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			

Test	N	Score	N Pass	% Pass
003 - EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson Other enrolled students	10	246	9	90
003 - EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	24	249	23	96
003 - EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	27	250	27	100
003 - EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	34	251	34	100
004 - EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
004 - EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson Other enrolled students	9			
004 - EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	24	237	24	100
004 - EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	27	245	27	100
004 - EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	34	245	34	100
001 - EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	14	235	12	86
001 - EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	29	221	15	52
001 - EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	117	233	95	81
001 - EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	136	234	128	94
001 - EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	128	234	119	93
002 - EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	14	239	12	86

002 - EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	28	226	18	64
002 - EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	117	238	108	92
002 - EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	136	240	125	92
002 - EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	128	240	123	96
020 - ENGLISH: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
020 - ENGLISH: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
020 - ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	5			
020 - ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	5			
020 - ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	5			
021 - ENGLISH: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
021 - ENGLISH: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
021 - ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	5			
021 - ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	5			
021 - ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	5			
115 - HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			

115 - HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson Other enrolled students	8			
115 - HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	24	239	23	96
115 - HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	28	236	25	89
115 - HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	24	240	23	96
116 - HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
116 - HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson Other enrolled students	8			
116 - HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	24	237	23	96
116 - HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	28	239	26	93
116 - HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	24	248	24	100
034 - HISTORY: TEST I Evaluation Systems group of Pearson Other enrolled students	9			
034 - HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	8			
034 - HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	3			
034 - HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	4			
035 - HISTORY: TEST II Evaluation Systems group of Pearson Other enrolled students	9			
035 - HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	8			

035 - HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	3			
035 - HISTORY: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	4			
022 - MATHEMATICS: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
022 - MATHEMATICS: TEST I Evaluation Systems group of Pearson Other enrolled students	5			
022 - MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	2			
022 - MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	3			
022 - MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	2			
023 - MATHEMATICS: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
023 - MATHEMATICS: TEST II Evaluation Systems group of Pearson Other enrolled students	5			
023 - MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	2			
023 - MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	3			
023 - MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	2			
011 - MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	242	10	100
011 - MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	19	238	18	95
011 - MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	22	238	20	91

011 - MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	15	240	15	100
011 - MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	16	239	15	94
013 - MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9			
013 - MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	21	235	15	71
013 - MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	28	234	25	89
013 - MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	27	234	24	89
013 - MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	27	241	27	100
012 - MIDDLE GRADES READING Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
012 - MIDDLE GRADES READING Evaluation Systems group of Pearson Other enrolled students	1			
012 - MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2011-12	6			
012 - MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2010-11	3			
012 - MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2009-10	1			
014 - MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	235	9	90
014 - MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	18	243	16	89
014 - MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	22	246	21	95

014 - MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	29	238	27	93
014 - MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	19	237	18	95
015 - MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7			
015 - MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	22	232	17	77
015 - MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	35	230	32	91
015 - MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	28	231	27	96
015 - MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	21	234	20	95
111 - MUSIC: TEST I Evaluation Systems group of Pearson Other enrolled students	1			
111 - MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	10	260	10	100
111 - MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	21	254	21	100
111 - MUSIC: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	13	255	13	100
112 - MUSIC: TEST II Evaluation Systems group of Pearson Other enrolled students	1			
112 - MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	10	249	10	100
112 - MUSIC: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	21	242	21	100
112 - MUSIC: TEST II Evaluation Systems group of Pearson	13	242	12	92

All program completers, 2009-10				
030 - PHYSICS: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	1			
031 - PHYSICS: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	1			
032 - POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
032 - POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	1			
032 - POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	3			
032 - POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	1			
033 - POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
033 - POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	1			
033 - POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	3			
033 - POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	1			
117 - READING: TEST I Evaluation Systems group of Pearson Other enrolled students	1			
118 - READING: TEST II Evaluation Systems group of Pearson Other enrolled students	1			
141 - SPANISH: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
141 - SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	7			
141 - SPANISH: TEST I Evaluation Systems group of Pearson	5			

All program completers, 2010-11				
141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	3			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	7			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	5			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	3			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students	9			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	7			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	13	249	13	100
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2009-10	9			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students	9			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	7			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	13	239	13	100
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson	9			

All program completers, 2009-10				
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	3			
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	5			
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			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	3			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	5			
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			
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	20	241	20	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students	32	243	32	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	46	244	46	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2010-11	66	249	66	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson	74	247	74	100

All program completers, 2009-10				
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	20	236	20	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students	32	236	31	97
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	46	242	46	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2010-11	66	245	66	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2009-10	74	243	74	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	334	303	91
All program completers, 2010-11	379	357	94
All program completers, 2009-10	369	350	95

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

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.

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

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.

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 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.

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 continue to meet the highly qualified academic content expectations as well as have special education expertise, making them highly qualified effective teachers.We are currently in the final year of this grant.

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

[Dewar College of Education Conceptual Framework Interpretive Summary](#)

Valdosta State University

Traditional Program

2011-12

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