Valdosta State University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Valdosta State University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Georgia

Address: 1500 N. Patterson Street

Valdosta, GA, 31698

Contact Name: Dr. Brian Gerber
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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
Communication Disorders	No
Early Childhood Education (ECE)	No
Earth/Space Science	No
Educational Leadership	No
Educational Leadership Performance-based PL6	No
Educational Leadership Performance-based PL7	No
English	No
French	No
Health and Physical Education	No
Health Care Science Technology Education	No
History	No
Mathematics	No
Media Specialist	No
Middle Grades	No
Music	No
Physics	No
Political Science	No

Reading	No
School Counselor	No
School Psychology	No
Spanish	No
Special Education Adapted Curriculum	No
Special Education Deaf Education	No
Special Education General Curriculum	No
Special Education General Curriculum/ECE	No
Trade and Industrial Education	No
Total number of teacher preparation programs: 30	

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 comments 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 programs, 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	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 2012-13

3.1

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 2012-13

3.24

Please provide any additional comments about the information provided above:

Three programs require a minimum GPA of 2.75 for admission and completion.

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	No	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

2.97

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 2012-13

3.68

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	473
Unduplicated number of males enrolled in 2012-13:	117
Unduplicated number of females enrolled in 2012-13:	349

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	9
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	129
Native Hawaiian or Other Pacific Islander:	0
White:	315
Two or more races:	6

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

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	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	324

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 2012-13. 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	96
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	116
Teacher Education - Junior High/Intermediate/Middle School Education	141
Teacher Education - Secondary Education	46
Teacher Education - Multiple Levels	86
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	7
Teacher Education - English/Language Arts	36
Teacher Education - Foreign Language	10
Teacher Education - Health	21
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	37
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	11
Teacher Education - Science Teacher Education/General Science	35
Teacher Education - Social Science	34
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education- History	4

Teacher Education - Physics	
Teacher Education - Spanish	8
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 2012-13. 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	96
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	116
Teacher Education - Junior High/Intermediate/Middle School Education	141
Teacher Education - Secondary Education	46
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	7
Teacher Education - English/Language Arts	36
Teacher Education - Foreign Language	10
Teacher Education - Health	21
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	37

Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	11
Teacher Education - Science	
Teacher Education - Social Science	34
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	8
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:

2012-13: 319

2011-12: 342

2010-11: 389

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

25

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We continued to prepare middle grades mathematics teachers in our BSED and MAT programs and continued to prepare secondary mathematics teachers in our MAT program. We also 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, we 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 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

25

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We continued to prepare middle grades science teachers in our BSED and MAT programs and continued to prepare secondary science teachers in our MAT program. We also 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, we 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 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

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 2012-13

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2012-13?

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. During the 2012-13 academic year, 97 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. During 2012-13, we had the largest number of candidates complete(40)the Early Childhood Special Education General Curriculum program that we have had. These candidates completed either the previous 5-year program or the new 4-year program in Early Childhood Special Education General Curriculum.

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 for the MAT Special Education programs (only practicing classroom teachers holding nonrenewable, nonprofessional teaching certificates are eligible to enter) but anticipate meeting the 5-year goal established.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§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 2012-13

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

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 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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:

We continued to revise some of our field experiences to allow candidates more time in the classroom prior to clinical practice. We offered professional development in the Georgia Code of Ethics to our student teachers and interns. Recently, we hired new faculty with training and experiences teaching linguistically diverse P-12 students.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
109 -ART EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	8			
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			
110 -ART EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	8			
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			
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson	1			

All enrolled students who have completed all noncl				
026 -BIOLOGY: TEST I Evaluation Systems group of Pearson Other enrolled students	2			
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 All enrolled students who have completed all noncl	1			
027 -BIOLOGY: TEST II Evaluation Systems group of Pearson Other enrolled students	2			
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 Other enrolled students	1			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	7			
042 -BUSINESS EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	10	233	9	90
042 -Business Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	6			
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	1			
043 -BUSINESS EDUCATION: TEST II Evaluation Systems group of Pearson	7			

All program completers, 2012-13				
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			
028 -CHEMISTRY: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	2			
029 -CHEMISTRY: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	2			
003 -EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	235	12	92
003 -EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson Other enrolled students	5			
003 -EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	40	247	40	100
003 -EARLY CHILD SP ED GEN CURR: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	24	249	24	100
003 -Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2010-11	27	250	27	100
004 -EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	228	11	92
004 -EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson Other enrolled students	5			
004 -EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	40	238	40	100
004 -EARLY CHILD SP ED GEN CURR: TEST II Evaluation Systems group of Pearson	24	237	24	100

All program completers, 2011-12				
004 -Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2010-11	27	245	27	100
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	223	11	61
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	20	228	14	70
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	76	230	64	84
001 -EARLY CHILDHOOD EDUCATION: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	117	234	102	87
001 -Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2010-11	136	234	132	97
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	226	12	67
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	19	232	16	84
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	76	236	69	91
002 -EARLY CHILDHOOD EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	117	239	112	96
002 -Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2010-11	136	241	130	96
020 -ENGLISH: TEST I Evaluation Systems group of Pearson Other enrolled students	8			
020 -ENGLISH: TEST I Evaluation Systems group of Pearson	3			

All program completers, 2012-13				
020 -ENGLISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	6			
020 -English: Test I Evaluation Systems group of Pearson All program completers, 2010-11	5			
021 -ENGLISH: TEST II Evaluation Systems group of Pearson Other enrolled students	8			
021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
021 -ENGLISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	6			
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2010-11	5			
143 -FRENCH: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	2			
144 -FRENCH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	2			
115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson Other enrolled students	5			
115 -HEALTH AND PHYSICAL ED: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	21	239	19	90
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	28	239	27	96

All program completers, 2010-11				
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson Other enrolled students	5			
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	21	236	20	95
116 -HEALTH AND PHYSICAL ED: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	24	238	23	96
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2010-11	28	241	28	100
034 -HISTORY: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
034 -HISTORY: TEST I Evaluation Systems group of Pearson Other enrolled students	8			
034 -HISTORY: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	4			
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			
035 -HISTORY: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
035 -HISTORY: TEST II Evaluation Systems group of Pearson Other enrolled students	8			
035 -HISTORY: TEST II Evaluation Systems group of Pearson	4			

All program completers, 2012-13				
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			
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
022 -MATHEMATICS: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	7			
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			
023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
023 -MATHEMATICS: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	7			
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			
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	8			
011 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson	32	238	31	97

All program completers, 2012-13				
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
013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	225	14	88
013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	13	240	10	77
013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	29	244	25	86
013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	28	234	26	93
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	27	235	24	89
012 -MIDDLE GRADES READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
012 -MIDDLE GRADES READING Evaluation Systems group of Pearson Other enrolled students	3			
012 -MIDDLE GRADES READING Evaluation Systems group of Pearson All program completers, 2012-13	11	250	11	100
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			
014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson	11	242	11	100

All enrolled students who have completed all noncl				
014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	12	235	12	100
014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	35	239	32	91
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
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	225	8	80
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	10	232	10	100
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	33	234	29	88
015 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	35	231	35	100
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2010-11	28	232	28	100
111 -MUSIC: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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, 2012-13	12	252	12	100
111 -MUSIC: TEST I Evaluation Systems group of Pearson	10	260	10	100

All program completers, 2011-12				
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2010-11	21	254	21	100
112 -MUSIC: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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, 2012-13	12	247	12	100
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
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 Other enrolled students	2			
032 -POLITICAL SCIENCE: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	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			
033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson	2			

Other enrolled students				
033 -POLITICAL SCIENCE: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	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			
141 -SPANISH: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
141 -SPANISH: TEST I Evaluation Systems group of Pearson Other enrolled students	2			
141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	8			
141 -SPANISH: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	7			
141 -Spanish: Test I Evaluation Systems group of Pearson All program completers, 2010-11	5			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
142 -SPANISH: TEST II Evaluation Systems group of Pearson Other enrolled students	1			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	8			
142 -SPANISH: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	7			
142 -Spanish: Test II Evaluation Systems group of Pearson	5			

All program completers, 2010-11				
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
083 -SPEC ED ADAPTED CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	3			
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
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
084 -SPEC ED ADAPTED CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
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
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson Other enrolled students	4			
085 -SPEC ED DEAF EDUCATION: TEST I Evaluation Systems group of Pearson	15	227	11	73

All program completers, 2012-13				
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			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson Other enrolled students	4			
086 -SPEC ED DEAF EDUCATION: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	14	234	12	86
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			
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson Other enrolled students	36	239	34	94
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2012-13	37	242	37	100
081 -SPEC ED GENERAL CURRICULUM: TEST I Evaluation Systems group of Pearson All program completers, 2011-12	50	243	50	100
081 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2010-11	67	248	67	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson	9			

All enrolled students who have completed all noncl				
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson Other enrolled students	36	235	34	94
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2012-13	37	237	37	100
082 -SPEC ED GENERAL CURRICULUM: TEST II Evaluation Systems group of Pearson All program completers, 2011-12	50	241	50	100
082 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2010-11	67	245	67	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	316	287	91
All program completers, 2011-12	339	320	94
All program completers, 2010-11	380	367	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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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. The Early Childhood Education (grades P-5) was recently modified extensively to ensure that these elements will be more explicitly taught in the program. Candidates 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 2012-13, faculty in the Department of Early Childhood and Special Education continued their work related to the USDOE OSEP personnel preparation project (CDFA 84.325T) as a result of an extension of the grant. This project, Seeking to Prepare Highly Qualified and Effective Special Educators, is designed to support the ability of faculty in two Valdosta State University programs (Special Education and Early Childhood Education) to improve and restructure the 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 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.

In 2012-13, faculty in the College of Education and Human Services completed a survey regarding the conceptual framework. Focus groups were also held with P-12 personnel in our service area and teacher candidates enrolled in our initial preparation programs. As a result of the survey and focus groups, several recommendations were made for revisions to the conceptual framework. One recommendation was to replace the Georgia Framework for Teaching Standards with the InTASC Model Core Teaching Standards. The Conceptual Framework Interpretive Summary that was in place during the 2012-13 academic year is attached. In preparation for our upcoming CAEP review, the conceptual framework has continued to evolve during the 2013-14 academic year and will now be referred to as the Organizational Context.

Supporting Files

Conceptual Framework Interpretive Summary

Complete Report Card   AY 2012-13

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