

Title II

Higher Education Act

SUBMIT REPORTS

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Valdosta State University
 Traditional Program
 2009-10

Print Report Card

Program Information

Name of Institution: Valdosta State University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Georgia

Address: 1500 N. Patterson Street

 Valdosta, GA, 31698

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

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

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

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

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

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

Other sophomore year for bachelor's; postgraduate for others

Does your initial teacher certification program conditionally admit students? Yes

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

Rarely, a student may be admitted on appeal through our Initial Preparation Policies Committee or the Dean. For students in one MAT program, either a minimum GRE or MAT score is required. For one post-baccalaureate program and one MAT program, students must be working as a teacher. One post-baccalaureate program requires an interview for admission consideration.

Section I.b Program Enrollment

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

Total number of students enrolled in 2009-10:	913
Unduplicated number of males enrolled in 2009-10:	195
Unduplicated number of females enrolled in 2009-10:	718

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	24
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	6
Black or African American:	205
Native Hawaiian or Other Pacific Islander:	3
White:	621
Two or more races:	10

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	300
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	283

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

The typical supervised clinical experience consists of a semester-long full-time placement in a P-12 setting with an experienced and qualified mentor.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art (P-12)	12
Art (P-12)	12
Automotive Service Technology	4
Business Education (6-12)	12
Business Education (6-12)	12
Construction	3
Early Childhood Education (P-5)	128
Early Childhood Education (P-5)	128
Educational Leadership (P-12)	1
Educational Leadership Pre-Service (P-12)	1
Electronic Technology	1
Engineering Drawing and Design	1
English (6-12)	5
English (6-12)	5
Health And Physical Education (6-12)	25
Health And Physical Education (6-12)	25
History (6-12)	4
History (6-12)	4
HSTE - Registered Nurse	8
Mathematics (6-12)	2
Mathematics (6-12)	2
Media Specialist (P-12)	3
Middle Grades Language Arts (4-8)	17
Middle Grades Language Arts (4-8)	17
Middle Grades Mathematics (4-8)	27
Middle Grades Mathematics (4-8)	27
Middle Grades Reading (4-8)	1
Middle Grades Reading (4-8)	1
Middle Grades Science (4-8)	20
Middle Grades Science (4-8)	20
Middle Grades Social Science (4-8)	23

Middle Grades Social Science (4-8)	23
Music (P-12)	14
Music (P-12)	14
Political Science (6-12)	1
Political Science (6-12)	1
Public Safety	2
School Counseling (P-12)	18
Sp Ed Deaf Ed (P-12) Consultative	6
Sp Ed Deaf Ed (P-12) Consultative	6
Sp Ed General Curriculum Consultative/Ece (P-5) (Aka - Early Childhood Spec. Ed. Gen. Curr.)	34
Sp Ed General Curriculum Consultative/Ece (P-5) (Aka - Early Childhood Spec. Ed. Gen. Curr.)	34
Spanish (P-12)	4
Spanish (P-12)	4
Special Ed. Adapted Curriculum (P-12)	10
Special Ed. Adapted Curriculum (P-12)	10
Special Ed. General Curriculum (P-12)	76
Special Ed. General Curriculum (P-12)	76
Speech & Language Pathology(P-12)	54
TOTAL	377

Subject area	Number prepared
Art (P-12)	12
Art (P-12)	12
Automotive Service Technology	4
Business Education (6-12)	12
Business Education (6-12)	12
Construction	3
Early Childhood Education (P-5)	128
Early Childhood Education (P-5)	128
Educational Leadership (P-12)	1
Educational Leadership Pre-Service (P-12)	1
Electronic Technology	1
Engineering Drawing and Design	1

English (6-12)	5
English (6-12)	5
Health And Physical Education (6-12)	25
Health And Physical Education (6-12)	25
History (6-12)	4
History (6-12)	4
HSTE - Registered Nurse	8
Mathematics (6-12)	2
Mathematics (6-12)	2
Media Specialist (P-12)	3
Middle Grades Language Arts (4-8)	17
Middle Grades Language Arts (4-8)	17
Middle Grades Mathematics (4-8)	27
Middle Grades Mathematics (4-8)	27
Middle Grades Reading (4-8)	1
Middle Grades Reading (4-8)	1
Middle Grades Science (4-8)	20
Middle Grades Science (4-8)	20
Middle Grades Social Science (4-8)	23
Middle Grades Social Science (4-8)	23
Music (P-12)	14
Music (P-12)	14
Political Science (6-12)	1
Political Science (6-12)	1
Public Safety	2
School Counseling (P-12)	18
Sp Ed Deaf Ed (P-12) Consultative	6
Sp Ed Deaf Ed (P-12) Consultative	6
Sp Ed General Curriculum Consultative/Ece (P-5) (Aka - Early Childhood Spec. Ed. Gen. Curr.)	34
Sp Ed General Curriculum Consultative/Ece (P-5) (Aka - Early Childhood Spec. Ed. Gen. Curr.)	34
Spanish (P-12)	4
Spanish (P-12)	4
Special Ed. Adapted Curriculum (P-12)	10
Special Ed. Adapted Curriculum (P-12)	10

Special Ed. General Curriculum (P-12)	76
Special Ed. General Curriculum (P-12)	76
Speech & Language Pathology(P-12)	54
TOTAL	377

Section I.e Program Completers

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

2009-10: 377

2008-09: 356

2007-08: 344

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: 125 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We continued our participation in the collaborative online MAT program to prepare secondary mathematics and science teachers. We provide one of the required courses for the program and, when the demand is apparent, will participate in admitting students to the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are making adequate progress and are on track for preparing at least 125 middle grades and/or secondary mathematics teachers by the 2013-2014 academic year.</p>

<p>Science</p>	<p>Academic year: 2009-10</p> <p>Goal: 125 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We continued our participation in the collaborative online MAT program to prepare secondary mathematics and science teachers. We provide one of the required courses for the program and, when the demand is apparent, will participate in admitting students to the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are making adequate progress on this goal and are on track for preparing at least 125 middle grades and/or secondary science teachers by the 2013-2014 academic year. While we only had 20 completers in 2009-2010, based on our current enrollment data we anticipate an increase in the numbers completing in future years.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: 350 (09-10 to 13-14)</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>During the 2009-2010 academic year, 129 special educators were prepared. The majority of these educators completed one of the online special education preparation programs. Enrollment in those programs has decreased due to a change in admission requirements (only practicing classroom teachers holding nonrenewable, nonprofessional teaching certificates are eligible to enter); this decrease was anticipated at the time the changes were developed.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We recognize that the number of completers will decrease in future years (change in admission criteria) but anticipate meeting the 5-year goal established.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: Not applicable</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We only offer an endorsement in ESOL, not a complete teacher preparation program.</p>

N/A	<p>Academic year: 2009-10</p> <p>Goal: Not applicable</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
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Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Currently we have several faculty enrolled in coursework focusing on educating students who have limited English proficiency.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
109 -Art Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				97	244
109 -Art Education: Test I Evaluation Systems group of Pearson Other enrolled students	3				98	251
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	12	242	11	92	97	247
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	8				98	247
109 -Art Education: Test I Evaluation Systems group of Pearson All program completers, 2007-08	8				98	248
110 -Art Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				89	241
110 -Art Education: Test II Evaluation Systems group of Pearson Other enrolled students	3				93	247
110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	12	234	10	83	96	245
110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	8				95	243
110 -Art Education: Test II Evaluation Systems group of Pearson All program completers, 2007-08	8				99	247
026 -Biology: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				90	246

026 - Biology: Test I Evaluation Systems group of Pearson Other enrolled students	4				83	232
026 - Biology: Test I Evaluation Systems group of Pearson All program completers, 2007-08	2				95	244
027 - Biology: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				92	245
027 - Biology: Test II Evaluation Systems group of Pearson Other enrolled students	4				82	235
027 - Biology: Test II Evaluation Systems group of Pearson All program completers, 2007-08	2				95	240
042 - Business Education: Test I Evaluation Systems group of Pearson Other enrolled students	2				87	236
042 - Business Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	11	221	8	73	88	239
042 - Business Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	7				95	236
042 - Business Education: Test I Evaluation Systems group of Pearson All program completers, 2007-08	12	237	12	100	98	238
043 - Business Education: Test II Evaluation Systems group of Pearson Other enrolled students	2				95	241
043 - Business Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	11	221	9	82	96	240
043 - Business Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	7				100	237
043 - Business Education: Test II Evaluation Systems group of Pearson All program completers, 2007-08	12	237	12	100	98	240
028 - Chemistry: Test I Evaluation Systems group of Pearson	1				100	245

All program completers, 2007-08						
029 - Chemistry: Test II Evaluation Systems group of Pearson All program completers, 2007-08	1				100	252
003 - Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	24	252	23	96	90	244
003 - Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson Other enrolled students	1				85	243
003 - Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2009-10	34	251	34	100	98	247
003 - Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2008-09	20	249	20	100	99	249
003 - Early Child Sp Ed Gen Curr: Test I Evaluation Systems group of Pearson All program completers, 2007-08	28	246	28	100	100	252
004 - Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	24	243	24	100	82	234
004 - Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson Other enrolled students	1				73	229
004 - Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2009-10	34	245	34	100	96	239
004 - Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2008-09	20	244	20	100	99	240
004 - Early Child Sp Ed Gen Curr: Test II Evaluation Systems group of Pearson All program completers, 2007-08	28	243	28	100	99	242
001 - Early Childhood Education: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	17	239	15	88	83	235
001 - Early Childhood Education: Test I Evaluation Systems group of Pearson	47	226	34	72	71	228

Other enrolled students						
001 - Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	128	234	114	89	92	237
001 - Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	172	234	160	93	95	237
001 - Early Childhood Education: Test I Evaluation Systems group of Pearson All program completers, 2007-08	127	234	125	98	97	238
002 - Early Childhood Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	18	246	17	94	86	242
002 - Early Childhood Education: Test II Evaluation Systems group of Pearson Other enrolled students	50	241	44	88	80	236
002 - Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	128	238	116	91	94	244
002 - Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	172	239	159	92	96	243
002 - Early Childhood Education: Test II Evaluation Systems group of Pearson All program completers, 2007-08	127	241	125	98	98	246
020 - English: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				99	246
020 - English: Test I Evaluation Systems group of Pearson Other enrolled students	1				86	238
020 - English: Test I Evaluation Systems group of Pearson All program completers, 2009-10	5				97	245
020 - English: Test I Evaluation Systems group of Pearson All program completers, 2008-09	6				99	243
020 - English: Test I Evaluation Systems group of Pearson All program completers, 2007-08	12	240	12	100	98	244

021 -English: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				94	244
021 -English: Test II Evaluation Systems group of Pearson Other enrolled students	1				80	237
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2009-10	5				95	244
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2008-09	6				98	243
021 -English: Test II Evaluation Systems group of Pearson All program completers, 2007-08	12	234	11	92	97	244
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				91	240
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson Other enrolled students	1				85	239
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2009-10	24	240	23	96	96	244
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2008-09	28	242	28	100	98	245
115 -Health And Physical Ed: Test I Evaluation Systems group of Pearson All program completers, 2007-08	33	235	32	97	99	243
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				83	235
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson Other enrolled students	1				88	240
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2009-10	24	248	24	100	97	246

116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2008-09	28	243	28	100	99	247
116 -Health And Physical Ed: Test II Evaluation Systems group of Pearson All program completers, 2007-08	33	244	33	100	100	248
034 -History: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				86	236
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2009-10	4				96	243
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2008-09	7				95	243
034 -History: Test I Evaluation Systems group of Pearson All program completers, 2007-08	28	236	26	93	97	241
035 -History: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				88	237
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2009-10	4				97	242
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2008-09	7				96	239
035 -History: Test II Evaluation Systems group of Pearson All program completers, 2007-08	28	238	28	100	98	239
022 -Mathematics: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				99	263
022 -Mathematics: Test I Evaluation Systems group of Pearson Other enrolled students	2				83	244
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2009-10	2				98	259

022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2008-09	3				99	259
022 -Mathematics: Test I Evaluation Systems group of Pearson All program completers, 2007-08	9				99	255
023 -Mathematics: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				96	254
023 -Mathematics: Test II Evaluation Systems group of Pearson Other enrolled students	2				84	240
023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2009-10	2				98	250
023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2008-09	3				99	250
023 -Mathematics: Test II Evaluation Systems group of Pearson All program completers, 2007-08	9				98	248
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				98	244
011 -Middle Grades Language Arts Evaluation Systems group of Pearson Other enrolled students	10	234	7	70	86	239
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2009-10	16	239	15	94	97	244
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2008-09	23	239	22	96	98	244
011 -Middle Grades Language Arts Evaluation Systems group of Pearson All program completers, 2007-08	10	242	9	90	98	244
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				90	242

013 -Middle Grades Mathematics Evaluation Systems group of Pearson Other enrolled students	18	235	16	89	67	230
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2009-10	27	239	26	96	94	245
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	29	245	29	100	93	244
013 -Middle Grades Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	14	233	13	93	94	243
012 -Middle Grades Reading Evaluation Systems group of Pearson Other enrolled students	2				93	249
012 -Middle Grades Reading Evaluation Systems group of Pearson All program completers, 2009-10	1				100	246
014 -Middle Grades Science Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8				94	242
014 -Middle Grades Science Evaluation Systems group of Pearson Other enrolled students	8				91	239
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2009-10	19	237	18	95	96	242
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2008-09	26	238	26	100	97	245
014 -Middle Grades Science Evaluation Systems group of Pearson All program completers, 2007-08	13	237	13	100	97	245
015 -Middle Grades Social Science Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5				90	236
015 -Middle Grades Social Science Evaluation Systems group of Pearson Other enrolled students	17	227	13	76	83	236
015 -Middle Grades Social Science	21	234	20	95	89	239

Evaluation Systems group of Pearson All program completers, 2009-10						
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2008-09	23	233	21	91	90	236
015 -Middle Grades Social Science Evaluation Systems group of Pearson All program completers, 2007-08	14	229	11	79	90	236
111 -Music: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				100	260
111 -Music: Test I Evaluation Systems group of Pearson Other enrolled students	4				100	257
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2009-10	13	255	13	100	100	261
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2008-09	9				99	262
111 -Music: Test I Evaluation Systems group of Pearson All program completers, 2007-08	9				100	260
112 -Music: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				100	246
112 -Music: Test II Evaluation Systems group of Pearson Other enrolled students	3				98	251
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2009-10	13	242	12	92	99	250
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2008-09	9				99	252
112 -Music: Test II Evaluation Systems group of Pearson All program completers, 2007-08	9				99	250
032 -Political Science: Test I Evaluation Systems group of Pearson	2					

All enrolled students who have completed all nonclinical courses						
032 - Political Science: Test I Evaluation Systems group of Pearson Other enrolled students	1				95	248
032 - Political Science: Test I Evaluation Systems group of Pearson All program completers, 2009-10	1				100	242
032 - Political Science: Test I Evaluation Systems group of Pearson All program completers, 2007-08	1				100	247
033 - Political Science: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2					
033 - Political Science: Test II Evaluation Systems group of Pearson Other enrolled students	1				100	256
033 - Political Science: Test II Evaluation Systems group of Pearson All program completers, 2009-10	1				96	240
033 - Political Science: Test II Evaluation Systems group of Pearson All program completers, 2007-08	1				93	249
141 - Spanish: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				95	250
141 - Spanish: Test I Evaluation Systems group of Pearson Other enrolled students	1				91	251
141 - Spanish: Test I Evaluation Systems group of Pearson All program completers, 2009-10	3				100	258
141 - Spanish: Test I Evaluation Systems group of Pearson All program completers, 2008-09	6				100	250
141 - Spanish: Test I Evaluation Systems group of Pearson All program completers, 2007-08	3				100	255
142 - Spanish: Test II Evaluation Systems group of Pearson	3				100	245

All enrolled students who have completed all nonclinical courses						
142 -Spanish: Test II Evaluation Systems group of Pearson Other enrolled students	1				86	245
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2009-10	3				95	252
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2008-09	6				100	249
142 -Spanish: Test II Evaluation Systems group of Pearson All program completers, 2007-08	3				96	248
o83 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	14	243	14	100	100	244
o83 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2009-10	9				100	250
o83 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2008-09	7				100	256
o83 -Spec Ed Adapted Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2007-08	2				100	259
o84 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	14	238	14	100	100	240
o84 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2009-10	9				100	246
o84 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2008-09	7				100	255
o84 -Spec Ed Adapted Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2007-08	2				94	249
o85 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson	5					

All enrolled students who have completed all nonclinical courses						
o85 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson Other enrolled students	1					
o85 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2009-10	6					
o85 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2008-09	2					
o85 -Spec Ed Deaf Education: Test I Evaluation Systems group of Pearson All program completers, 2007-08	1					
o86 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5					
o86 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson Other enrolled students	2					
o86 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2009-10	6					
o86 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2008-09	2					
o86 -Spec Ed Deaf Education: Test II Evaluation Systems group of Pearson All program completers, 2007-08	1					
o81 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	92	244	92	100	96	242
o81 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2009-10	74	247	74	100	99	246
o81 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson All program completers, 2008-09	9				99	247
o81 -Spec Ed General Curriculum: Test I Evaluation Systems group of Pearson	13	250	13	100	99	250

All program completers, 2007-08						
o82 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	90	239	87	97	95	239
o82 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2009-10	74	243	74	100	99	243
o82 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2008-09	9				98	243
o82 -Spec Ed General Curriculum: Test II Evaluation Systems group of Pearson All program completers, 2007-08	13	248	13	100	99	244

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	369	342	93	94
All program completers, 2008-09	335	315	94	96
All program completers, 2007-08	315	307	97	97

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V. Technology

Does your program prepare teachers to:

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

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

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

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Students in all programs take a state-mandated course addressing concepts related to identifying and teaching students with disabilities. In addition to this course, within programs, concepts such as differentiated instruction and response to intervention are included. Our largest program, Early Childhood Education (grades P-5) was recently modified extensively to ensure that these elements will be more explicitly taught in the program. Students in our Middle Grades program take a dedicated course in differentiated instruction; this course includes a unit on effectively teaching students with disabilities and students who are English Language Learners.

Does your program prepare special education teachers to:

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

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In 2008-2009, the blended early childhood and special education program (housed in the Department of Early Childhood

and Special Education) was awarded a USDOE OSEP personnel preparation project (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.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Interpretive summary of our conceptual framework is attached.

Supporting Files

[Conceptual Framework Interpretive Summary](#)

Valdosta State University

Traditional Program

2009-10

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Title II, Higher Education Act

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