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Seattle Pacific University
Alternative, IHE-based Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Seattle Pacific University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2014-15

State: Washington

Address: 3307 Third Ave West Suite 202

Seattle, WA, 98119

Contact Name: David Denton

Phone: 206.281.2504

Email: dentod@spu.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 alternative, ihe-based 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?
Master in Teaching Mathematics and Science Graduate Certification Program	No
Master of Arts in Teaching Graduate Certification Program	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

<https://spu.edu/academics/school-of-education/graduate-programs/certification-programs>

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

Alternate Routes to Certification (ARC) is an Alternative IHE graduate certification program. ARC students who do not have all application information complete may be admitted on a probation condition. All application information must be satisfactorily completed before enrolling for coursework or student teaching.

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?

No

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

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	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
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

Essay or personal statement	Yes	No
Interview	Yes	No
Other Passing scores for edTPA	No	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.45

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.91

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 2014-15:	78
Unduplicated number of males enrolled in 2014-15:	14
Unduplicated number of females enrolled in 2014-15:	64

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	3
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	69
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	1415
Average number of clock hours required for mentoring/induction support	50
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	24
Number of students in supervised clinical experience during this academic year	65

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

Interns in the ARC program complete a minimum of one-half school year of clinical practice, and an additional significant amount of time if necessary. Clinical practice is full-time and evaluated by a field supervisor and supervised by a mentor teacher. The definition of full-time is 4/5 or more of the regular school day and the minimum requirement for supervised is having the mentor teacher in proximity of the candidate during the school day. Clinical practice begins with frequent and intense supervision of candidates by mentors, and diminishes over time, according to the co-teaching model. Before supervision is diminished, the mentor and field supervisor must agree that the candidate is ready to assume more independent responsibility for students.

Section I.e Teachers Prepared by Subject Area

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	14
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	21
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	5
Teacher Education - Physics	2
Teacher Education - Spanish	1
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 2014-15. 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))

No teachers prepared in academic year 2014-15

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
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	

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:

2014-15: 65

2013-14: 52

2012-13: 52

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 2014-15

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

Yes

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

9

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

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:

Seven mathematics teachers were prepared in 2014-2015, rather than 9. We will actively recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

Provide any additional comments, exceptions and explanations below:

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at

<http://data.pesb.wa.gov/production>

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Ten, based on offers of admission to incoming students for summer 2015.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Admission and enrollment for 2016 begins April. Seven total students is the projected number of admitted and enrolled students earning an endorsement in mathematics for 2016-2017.

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 2014-15

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

Yes

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

13

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

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:**

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at <http://data.pesb.wa.gov/production>

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

19

Provide any additional comments, exceptions and explanations below:

Nineteen, based on offers of admission to incoming students for summer 2015.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

13

Provide any additional comments, exceptions and explanations below:

Admission and enrollment for 2016 begins April. Thirteen total students is the projected number of admitted and enrolled students earning an endorsement in one of the sciences for 2016-2017.

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.

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

Yes

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

12

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

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:

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at

<http://data.pesb.wa.gov/production>

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Five, based on offers of admission to incoming students for summer 2015.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Admission and enrollment for 2016 begins April. Five total students is the projected number of admitted and enrolled students earning an endorsement in special education for 2016-2017.

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/oep/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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

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:

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Two, based on offers of admission to incoming students for summer 2015.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Admission and enrollment for 2016 begins April. One student is projected for earning an endorsement in Limited English Proficient Students for 2016-2017.

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 have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	32	263	32	100
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	22	258	22	100
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	8			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	16	263	16	100

Evaluation Systems group of Pearson Other enrolled students				
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	8			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	10	245	10	100
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	10	261	10	100
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	8			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	2			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2012-13	6			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	4			
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	40	264	40	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	22	268	22	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	14	281	14	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	40	267	40	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	22	272	22	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	14	281	14	100
102 -ELEMENTARY EDUCATION SUBTEST I State All enrolled students who have completed all noncl	2			
102 -ELEMENTARY EDUCATION SUBTEST I State Other enrolled students	40	251	40	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	2			
103 -ELEMENTARY EDUCATION SUBTEST II State All enrolled students who have completed all noncl	2			
103 -ELEMENTARY EDUCATION SUBTEST II State Other enrolled students	40	262	40	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	2			
	3			

Evaluation Systems group of Pearson All program completers, 2014-15				
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2013-14	7			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	10	51	10	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
301 -ENGLISH LANGUAGE ARTS State Other enrolled students	24	264	24	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	22	266	22	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	14	281	14	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	22	277	22	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	4			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2013-14	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2012-13	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2014-15	6			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2013-14	4			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2012-13	4			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	6			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	12	274	12	100
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	4			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	10	264	10	100
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
	4			

Evaluation Systems group of Pearson Other enrolled students				
26 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
304 -MATHEMATICS State Other enrolled students	18	259	18	100
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	14	272	14	100
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	24	261	24	100
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	10	270	10	100
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2014-15	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2013-14	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2012-13	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2014-15	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2013-14	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2012-13	6			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	2			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2014-15	2			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2013-14	4			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2012-13	8			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	2			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4			
1007 -OPI GERMAN American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			
	2			

American Council on the Teaching of Foreign Language All enrolled students who have completed all noncl				
1018 -OPI SPANISH American Council on the Teaching of Foreign Language Other enrolled students	2			
1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2014-15	2			
1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2012-13	2			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
25 -PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
25 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	6			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	8			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
21 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	8			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	14	265	14	100
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	16	257	16	100
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	16	258	16	100
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	3			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	3			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	5			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	15	50	15	100
	13	53	13	100

Evaluation Systems group of Pearson All program completers, 2013-14				
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	2			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	26	259	26	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	14	46	14	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	46	14	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	28	261	28	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	22	260	22	100
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	4			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	4			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	2			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	2			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4			
	2			

American Council on the Teaching of Foreign Language All program completers, 2012-13				
2015 -WPT SPANISH American Council on the Teaching of Foreign Language Other enrolled students	2			
2015 -WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2014-15	2			
2015 -WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	8		
Other enrolled students	118	117	99
All program completers, 2014-15	179	179	100
All program completers, 2013-14	146	146	100
All program completers, 2012-13	100	100	100

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

Council for the Accreditation of Educator Preparation

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.

We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies.

Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take.

Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as well as what they are taught in their specific technology course.

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.

- **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.

There are several classes that incorporate training on differentiated instruction for students. This would include students with disabilities as well as students who have limited English proficiency. In addition, there is a separate class that deals specifically with how to work effectively with the rest of the building/district team to meet the needs of students with disabilities through participation in an IEP team.

In addition to the integrated focus in the Alternate Routes to Certification program, all students are required to take EDSP 6644 Educating Exceptional Students to help ensure that our students are well prepared to work with students with disabilities.

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.

Teacher candidates in our Alternate Routes to Certification are required to take a minimum of 12 graduate quarter credits of Special Education coursework and must either have documented work experience or are required to take up to an additional 15 credits of graduate level credits of Special Education coursework. All Special Education coursework is carefully aligned with the Washington State Endorsement competencies.

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.

Content Knowledge: ALL teacher candidates seeking endorsement are required to have a completed major in their endorsement area or they work with our Certification Office to design an "Approved Plan of Study" comprised of college/university coursework and/or documented professional experience that exceeds the minimum endorsement core content competencies. Required courses are content courses, not "teacher education" courses to ensure our candidates exceed the minimum content knowledge required for the endorsement. The "Approved Plan of Study" must be successfully completed in addition to all other state and university endorsement and certification requirements. As our assessment data indicates, our internal process for ensuring strong content knowledge appears to prepare teacher candidates well for the state assessments. Teacher candidates have two opportunities to pass the state assessment, which is a program completion requirement as well as a practicum pre-requisite. Consequently, 100% of all program completers pass the state assessment in their endorsement area(s). Since its creation in 2002, The Alternate Routes to Certification Program, which leads to a Masters of Arts in Teaching degree, has developed field-base courses which are individualized to assist the candidate in completing the residency competencies as efficiently as possible.

Supporting Files

[Residency Teacher Certification Handbook 2015_2016](#)

[ARC MTMS Mentor Teacher Handbook](#)

[Internship Syllabus for ARC_MTMS](#)

[Internship Checklist for ARC-MTMS](#)

Complete Report Card

AY 2014-15