Title II
Higher Education Act

SUBMIT REPORTS

Seattle University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Seattle University
Institution/Program Type: Traditional
Academic Year: 2010-11
State: Washington

Address: 901 12th Avenue
P.O. Box 222000
Seattle, WA, 09122

Contact Name: Dr. Ivan Hutton
Phone: 206-296-2687
Email: hutton@seattleu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

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	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	No
Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credites/semester hours completed	NA	No
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Recommendation(s)	NA	Yes

Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	No
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test	NA	No
Other (specify: Writing sample; Autobio statement; Self&recommenders assessmnt of dispositions; tchng area affidavit)	NA	Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.seattleu.edu/coe/mit/

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate Fall and Spring annual entry

Does your initial teacher certification program conditionally admit students? Yes

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

Exceptions can be made to various minimum requirements, such as the autobiographical statement can substitute for the writing sample. When exceptions are made to certain minimum requirements, such as GPA, students are admitted on probation, or to other certain minimum requirements, such as undergraduate degree not yet completed but will be completed before the program begins, students are admitted conditionally.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	143
Unduplicated number of males enrolled in 2010-11:	49
Unduplicated number of females enrolled in 2010-11:	94

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	7
Race	
American Indian or Alaska Native:	0
Asian:	12
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	2
White:	95
Two or more races:	6

Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	350
Average number of clock hours required for student teaching	420
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.15
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2.08
Number of students in supervised clinical experience during this academic year	101

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

Ave clock hrs prior to student teaching based on 10 clock hours per quarter credit for the 35 quarter credits required prior to student teaching. Ave clock hours required for student teaching is the Ave number of actual required hours in student teaching (not on the number of credits enrolled in student teaching).

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	44
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	

Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	11
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	2
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	7
Teacher Education - Physics	5
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	1

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Middle Level Humanities: 8; Middle Level Math: 2. NOTE: "Foreign Language" was Japanese and "Drama & Dance" was "Theater Arts"; Elementary & Special Education is a joint degree with one graduate.	11

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	44
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	42
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	
Astronomy and Astrophysics	

Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Elementary & Special Education: a joint degree	1

Section I.e Program Completers

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

2010-11: 87

2009-10: 91

2008-09: 82

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	Goal for increasing prospective teachers trained

shortage area	
Mathematics	**Academic year:** 2010-11 **Goal:** 6 **Goal met?** Yes **Description of strategies used to achieve goal:** In 2010-2011, there were 13 entering MIT students whose teaching area was identified as Math. After requesting scholarship support from Boeing in 2004, for 2005-2006, Boeing provided $3,000 for math/science diversity scholarships; since then, Boeing has increased that amount up to $12,000 which is what it is for the 2001-2011 year. In addition, other MIT scholarships are used to provide incentives to students intending to teach in all areas, including Math and Science areas: the MIT Alumni Scholarships and the MIT Endowed Scholarships. In addition to the initial preparation program (MIT), the College also provides Math Endorsement Academies for veteran teachers to earn a Mathematics endorsement (both Middle Level and Secondary Level). These are 3-year programs and there were 63 veteran teachers engaged in our Math Academies in 2010-2011. In addition the College offers an added endorsement program for veteran teachers. In the 2009-2010 academic year there were an additional total of 19 Math endorsements earned by added endorsement veteran teachers. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The increase in scholarships for math and science students in the initial pre-service program (MIT) has resulted in an increase of math and science students entering the MIT program. In addition, the Math Academies and the added endorsement programs for veteran teachers have increased the number of qualified math and science teachers in the state of Washington.
Science	**Academic year:** 2010-11 **Goal:** 10 **Goal met?** Yes

	Description of strategies used to achieve goal: In 2010-2011, there were 12 entering MIT students whose teaching area was Science. After requesting scholarship support from Boeing in 2004, for 2005-2006, Boeing provided $3,000 for math/science diversity scholarships; since then, Boeing has increased that amount up to $12,000 which is what it was for the 2001-2011 year. In addition, other MIT scholarships are used to provide incentives to students intending to teach in all areas, including the Math and Science areas: the MIT Alumni Scholarships and the MIT Endowed Scholarships. In addition to the initial preparation program (MIT), the College also provides a Biology Endorsement Academy for veteran teachers to earn a Biology endorsement. This was a new 3-year program and there were 24 veteran teachers engaged in our Biology Academy in 2010-2011. In addition the College offers an added endorsement program for veteran teachers and in the 2009-2010 academic year there were a total of 3 Science endorsements earned by such added endorsement veteran teachers. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The increase in scholarships for math and science students in the initial pre-service program (MIT) has resulted in an increase of math and science students entering the MIT program. In addition, the Math Academies (supported by state grants and retooling grants) and the added endorsement programs for veteran teachers have increased the number of qualified math and science teachers in the state of Washington.
Special education	**Academic year:** 2010-11 **Goal:** 6 **Goal met?** Yes **Description of strategies used to achieve goal:** In 2010-2011, there were a total of 6 entering MIT students whose teaching area was designated as Special Education. The MIT program will continue to offer an MIT/SPED degree program which has in the last 7 years attracted 38 applicants to enter the MIT program and in 2009-2010 there were 7 MIT graduates with a special education endorsement and 2010-2011 there was 1 MIT graduates with a special education endorsement. In addition, for veteran teachers, the College of Education offers both a master's

	degree program in special education and also an endorsement only program. In 2009-2010, 7 veteran teachers successfully completed one of the two programs leading to the special education endorsement and in 2010-2011, 8 veteran teachers successfully completed one of the two programs leading to the special education endorsement. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Since the MIT program has added the SPED program as part of the MIT degree, it has significantly increased the number of special education teachers who entered and completed the MIT program. Before the initiation of the MIT-SPED degree program, no more than 1 MIT student graduated per year with a special education endorsement. Now the average number of MIT students in over the last 7 years graduating with a special education endorsement is 5-6 per year. In addition to the MIT program, the College of Education offers both a special education master's degree program and a endorsement-only program in special education. these two programs have added 9 special education teachers in 2009-2010 and added 8 more in 2010-2011.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** 2 **Goal met?** Yes **Description of strategies used to achieve goal:** In 2010-2011, there were 2 candidate-teachers who declared at entry that they wanted to add an ELL endorsement (teaching area) to their teaching certificate. By the end of the year, only one of those candidates did, in fact, add an ELL endorsement. Because ELL is not a basic education core subject area, ELL-only applicants are not accepted into the MIT program. On the other hand, candidate-teachers are encouraged to have more than one endorsement and ELL is recommended to candidate-teachers with their primary teaching areas in English/Language Arts, Designated Foreign Languages, and Elementary Education. The College of Education regularly recommends MIT students to take their ELL endorsement course work with a local post-secondary school, The School of Teaching English As A Second Language, that has a collaborative relationship with the College of Education. The MIT faculty also recommend to their students that if they do not wish to add the ELL endorsement while in the MIT program, they can easily do so as soon as they graduate through S-TESL and the College of Education

	Certification Office. In 2009-2010, the number of veteran teachers who added an ELL endorsement was 9 and in 2010-11 the number of veteran teachers who added an ELL endorsement was 15, indicating that the strategy used by the MIT program and the College of Education is contributing to the need for ELL teachers in the state of Washington **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
NA	**Academic year:** 2009-10 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Goals are defined as the number of students who actually enter the MIT program, not the number who apply or who are offered admission.

Prior to fall 2005, teacher education did not have Special Education track, which was begun in fall 2005. Over the last 7 years, an annual average of 5.43 special education candidate-teachers have entered the MIT program. This number represents at least 5% of each annual entering group. Within the same period, additional scholarship dollars have been added for Math/Science candidate-teachers, most notably the Boeing Math/Science Diversity scholarships. Students in the math, science, and special education areas are also regular recipients in the other scholarships: MIT Alumni Leadership scholarships and MIT (SU) Diversity scholarships. Beginning in Fall 2009, two $15,000 Martinez Foundation diversity scholarships were added. Because no more than 100 teacher education candidates enter each year and because these shortage-teaching area goals help to increase teachers in the the math, science, special education, the goals add up to 24 entering students. Thus it follows that the program has a minimum annual goal of no less than 24% of its candidates to be prepared in teacher-shortage areas. The certification data reported in Section 1d earlier in this report indicate that this teacher education program is significantly invested in preparing teachers in the math and sciences areas, is continuing to prepare ELL teachers, and by starting an MIT/SPED program in fall of 2005, has made a significant step forward in

preparing special education teachers with 38 entering the program since fall 2005 through spring 2011. Finally, over the last 4-5 years, the College of Education has prepared approximately 200 mathematics (secondary and middle level) and science endorsement veteran teachers through its 9 endorsement academies.

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:

The college and the MIT program are familiar with and are in the process of responding to the current Washington state forecasting of demand for math and science teachers and the continuing need in Washington state for special education and

ELL teachers. The efforts of the College in recent years are reflected in the information provided in the goals in the math, science, special education, and ELL areas. In the near future, local Washington state ESDs (educational service districts) will be localizing the projected needs in each of their geographical areas and will be quantifying the expectations they have of their local individual colleges and universities to contribute to meeting those needs. Such quantified expectations are not yet available.

Elementary and secondary teacher candidates study instructional strategies for teaching in classrooms within elementary and secondary partnership schools. The pre-service teachers observe master teachers implementing the strategies with K-12 students, as well as practice these same strategies with small groups of K-12 students. This immediate and hands-on application of instructional methods provides them with supported teaching experiences within the real world of the classroom, thus strengthening their understanding of the instructional decisions they will face as new teachers.

The teaching internship is organized on a co-teaching model where the teacher candidate learns from the master cooperating teacher and gradually assumes the lead for instructional planning and teaching. This model provides direct and guided experience with the needs of schools and the instructional decisions that teacher candidates will face in classrooms.

All teacher candidates earning teacher certification with the special education endorsement receive training in providing instruction in core academic subjects (TEED 521 for elementary teacher candidates; TEED 522 for secondary teacher candidates). During the student teaching internship, all special education teacher candidates experience an internship in a general education (core academic subject) classroom, as well as a special education setting.

All teacher candidates in the MIT program receive preparation in providing instruction to children with disabilities in TEED 512 and in TEED 521 (K-8 methods, 15 quarter credits) or TEED 522 (5-12, secondary methods, 15 quarter credits).

All teacher candidates in the MIT program receive preparation in providing instruction to children with limited English proficiency in TEED 512 (10 quarter credits) and in TEED 521 (K-8 methods) or TEED 522 (5-12, secondary methods).

One of the MIT program's primary objectives is to teach teacher candidates to effectively teach all students, including students identified as ELL. Additional coursework with corresponding assignment was added this year to bolster this aspect of the program. The MIT faculty teach and model instructional strategies that research has identified as effective for ELL students (e.g., big concepts, visuals, cooperative learning, and GLAD strategies).

Attention to and focus on the teaching strategies appropriate to, and the needs of, ELL K-12 students is incorporated throughout the MIT program. In an early program cross-disciplinary 10 quarter course, MIT faculty teach major instructional strands in culturally responsive teaching, including social issues related to different cultures, and also teach strands in language development, and in special needs, and in educational psychology and human development. Faculty experts in literacy, special education, and educational psychology teach in this course.

The middle/secondary MIT candidates do their observation and practice methods teaching in very diverse high schools that have large numbers of ELL students. This is also true of the elementary MIT candidates in a partnership elementary school with a large number of ELL students. Both groups of MIT candidates are observing expert veteran teachers using effective strategies with all of their students, including ELL students.

All of the following elements in the program include a strong emphasis on ELL students and their needs: the textbooks the students read, the teaching strategies the MIT faculty model and teach, and candidate field experiences, including observation, practice teaching, and finally, student teaching.

All teacher candidates in the MIT program receive preparation in providing instruction to children from low-income families and receive instruction on how to teach in urban and rural schools in TEED 512 (10 quarter credits) and in TEED 521 (K-8 methods, 15 quarter credits) or TEED 522 (5-12, secondary methods, 15 quarter credits).

With the implementation of the newly mandated Teacher Performance Assessment, a curriculum audit of the program was conducted resulting in increased credit allocation in the preparation of English Language Learners threading such knowledge and skills throughout the entire program. Further, greater emphasis was placed on explicit connections from theory to practice to strengthen teacher candidates' capacity to meet the language demands of the all subjects they will be endorsed to teach.

Service learning strategies underscoring a social justice theme were revised to be completed as a capstone experience. This change will allow teacher candidates to teach a group of learners based on a reflective process of their teaching effectiveness as they conclude the program and prepare to enter the profession. This reflective process will allow teacher candidates to focus on project learning applying creative problem solving that is student centered to their teaching repertoire increasing their field experiences by 30 additional hours.

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
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					

133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	6					
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	4					
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	5					
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1					
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2010-11	4					

23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	3					
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	2					
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2010-11	2					
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	2					
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					
571 -EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE Educational Testing Service (ETS)	2					

All program completers, 2008-09						
571 -EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6					
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
353 -EDUC OF EXCEPTIONAL CHILD: CORE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	9					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	48	271	48	100	88	254
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	56	268	56	100	98	258
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	7					
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, combined 3 academic years	56	268	56	100	98	259

6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	48	270	48	100	90	254
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	56	266	56	100	97	256
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	7					
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, combined 3 academic years	56	266	56	100	98	260
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	37	174	37	100	99	173
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	40	176	40	100	100	169
14 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	78	175	78	100	100	170
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	23	271	23	100	96	267

20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	14	246	14	100	99	267
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	5					
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	19	272	19	100	100	269
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	1					
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2010-11	4					
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2009-10	2					
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, combined 3 academic years	6					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	186	14	100	100	175

41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	181	16	100	99	174
41 -ENGLISH LANGUAGE/LIT/COMP: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	31	182	31	100	100	181
360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	2					
360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
173 -FRENCH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	3					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	5					

27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	9					
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	10	272	10	100	98	265
27 -HISTORY Evaluation Systems group of Pearson All program completers, combined 3 academic years	10	272	10	100	98	261
26 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	9					
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	7					
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	2					
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	9					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
61 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	10	170	10	100	97	160

10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	10	281	10	100	96	267
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	2					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2008-09	1					
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, combined 3 academic years	13	278	13	100	96	268
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4					
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	10	266	10	100	83	257
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	2					
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2008-09	1					
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, combined 3 academic years	13	262	13	100	87	251

12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2					
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	3					
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	1					
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	2					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	2					
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	4					
25 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2010-11	2					

25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2008-09	1					
25 -PHYSICS Evaluation Systems group of Pearson All program completers, combined 3 academic years	3					
265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	1					
21 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	1					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	5					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	1					
21 -SCIENCE Evaluation Systems group of Pearson All program completers, combined 3 academic years	6					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	18	270	18	100	96	258

28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	4					
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, combined 3 academic years	22	266	22	100	96	257
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	179	11	100	98	171
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	19	178	19	100	98	171
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	5					
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5					

191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, combined 3 academic years	8					
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	6					
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1					
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, combined 3 academic years	7					
640 -THEATER Educational Testing Service (ETS) All program completers, 2009-10	2					
640 -THEATER Educational Testing Service (ETS) All program completers, combined 3 academic years	2					
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	1					
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	1					
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	2					

33 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1					
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2010-11	6					
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, combined 3 academic years	6					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	223	223	100	97
All program completers, 2009-10	126	126	100	98
All program completers, 2008-09	102	102	100	96

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.

Technology is used throughout the program to enhance learning and to collect, manage, and analyze data in order to improve teaching and learning. The principles of Universal Design for Learning have been the focus of discussion in the faculty and UDI principles are addressed directly with an emphasis on multiple means of engagement, representation and expression. Following are descriptions of how technology is incorporated by faculty into the MIT program. The place and role of technology in specific courses are also described.

Technology incorporated into the MIT program

• Faculty model effective use of technology in preparing teacher candidates for K-12 schools.

• Angel, an on-line course management system (CMS), is used throughout the program. Faculty model the use of this course

management system as a means to collect and analyze data as well as a means for the dissemination of course materials. Various aspects of the Angel CMS are also used to stimulate engagement with course content (e.g., through focused online discussion forums).

• Task Stream is also used to collect, manage, and analyze data that represent key assessments and competencies throughout the MIT program.

• Web sites and wikispaces have been developed by faculty for some courses in addition to the use of the CMS (Angel) described above. These vehicles provide other means to present, collect and organize data relevant to teaching and learning in our courses.

• Teacher candidates observe effective use of technology in K-12 classrooms such as those at our partnership elementary school, Echo Lake Elementary, which has been designated as an Apple Distinguished school, the only school so designated in the state of Washington.

• Faculty routinely use PowerPoint, digital video, document cameras, and myriad Web-based resources as integral components of instruction.

• An interactive whiteboard is installed in our largest classroom and faculty are gradually integrating this technology into their teaching.

Specific assignments in the MIT program address learning expectations for technology:

TEED 512, Learners and Instruction

• Web-based Educational Technology Portfolio

• Diversity Tech Tools / Web Resource Investigation

• Tech Tool Investigations:

Specific aspects and applications within these broad areas include:

Collaboration and Communication:

Examples:

• wiki spaces;

• video conferencing (e.g., Skype, iChat, etc.);

• social networking sites (e.g., Facebook, Ning, Twitter, etc.);

Presentation:

Examples:

• interactive white boards (i.e., Smart Boards);

• podcasting and vodcasting;

• digital video and audio content collection and editing;

• alternative CMS (course management systems);

Content Analysis:

Examples:

• digital video (Flip Video) and audio as means for providing relevant content for analysis;

• Spreadsheets

• Electronic grade utilities

• Threaded Discussion: Societal Issues & Educational Technology

TEED 513, Peer Coaching

• Teaching candidates use digital video cameras to record, and computer-based video editing software to analyze and reflect on a lesson in their assigned K-12 setting.

TEED 521, Elementary Curriculum, Instruction, and Assessment

• Each of the three unit plans (social studies, literacy, math/science) has a technology component appropriate to the design of the unit of study. Instruction is provided in subject-specific technology and in data collection and analysis software such as electronic grade book utilities and spreadsheets. Students also examine the processes and pedagogical implications of podcasting / vodcasting.cc

TEED 522, Middle and Secondary Curriculum, Instruction, and Assessment

• Unit plan has a technology component as is appropriate to the design of the unit of study. Instruction is provided in subject specific technology and in data collection and analysis software such as electronic grade book utilities, podcasting / vodcasting, spreadsheets, data probes, etc.

• Educational Technology Investigation and Report

TEED 526/527/528/529, Teaching Internship

• Teaching candidates use digital video cameras to record, analyze, and reflect on a capstone discussion with K-12 students to document "student voice" in student learning. This assignment becomes a component of the Student-Based Evidence of Learning Project (S-BEL), which has transitioned to the TPAC in late 2010-2011.

TEED 540

• As noted above, digital video of student-based evidence of learning is obtained and computer-aided analysis is conducted in the teaching internship and is used as a component in the TPAC project.

• Additionally, the TPAC project requires candidates to analyze in writing the extent to which they were able to integrate technology into their instruction and assessment. This is one part of the basis for reflection regarding their effectiveness as teachers.

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.

The TEED 512 Psychology of Learning in Block I of the program introduces students to the concept of differentiating instruction and classroom management for a range of learners, including those who are ELL or qualify for special

education. Meeting the needs of these learners is an integral part of the instruction provided throughout that section of the course. This course is co-taught by a faculty member with a specialization in Educational Psychology and a faculty member with a specialization in Special Education in order to blend the content across a continuum of learners most effectively.

Within the content of the Special Needs strand which is braided into the Masters in Teaching (MIT) Program (held across Block I and II of the program at both the elementary and secondary levels) students are introduced the federal and state laws related to special education (e.g. IDEA), types of students with special needs (e.g. Section 504, ELLs), and how these laws guide the referral, evaluation, and instructional supports to students. MIT students also learn about their roles as members of the IEP team and in accommodating or modifying instruction for special education students and ELLs In their TEED 513 field placements students are assigned to interview the professional in charge of the special education referral process as well as their cooperating teacher regarding how the process works in their school and write a short summary of what they learned. They are also asked to visit various types of programs serving students with special needs. During this strand MIT students receive specific instruction related to participating as a member of IEP teams, understanding an IEP and specific training in a variety of strategies for teaching students with a range of special needs (as well classroom and behavior management strategies to support academic success for these learners). This strand is taught by a faculty member with a specialization in Special Education (who also teaches in the Psychology of Learning part of the course).

In the Literacy strand in TEED 521, Elementary Methods and TEED 522, Secondary Methods offered during Block II of the program students receive in depth instruction on reading and writing strategies (within specific content areas at the secondary level), as well as assessments and interventions that support all learners. This includes an introduction to The Sheltered Instruction Observation Protocol or (SIOP) that focuses on effective instructional strategies for ELLs, but is also supportive of students with other special needs. Students are able to apply these strategies in their field settings as they learn them as well integrate them into unit planning. The elementary strand is taught by a faculty member with a specialization in literacy and literacy and special needs. The secondary strand is taught by a faculty member with a specialization in literacy and ELLs.

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.

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.

The MIT students enrolled in the dual endorsement program, which includes a special education endorsement, are enrolled in all of the MIT courses and related strands described above. These students also take a total of 28 additional credits in courses within the Seattle University Special Education program itself. These courses are taught by faculty with specializations in special education or educational psychology and include: Teaching Students with Learning Disorders, Introduction to Behavioral Disorders and Interventions, Advanced Behavioral Interventions, School Consultation and Intervention, Educational Statistics, Teaching Students with Low Incidence Disabilities, and Individual Educational Assessment. Within these courses, students are instructed in the expectations and duties that are part of their participation in IEP teams, writing IEPs and conducting IEP meetings, specialized assessments and interventions for students who qualify for special education, as well as ELLs, and working effectively with parents and other professionals. Additionally, they complete student teaching in a special education placement. These students meet all the state requirements for a special education endorsement at the completion of their program.

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.

We are working closely with the Teacher Performance Assessment Consortium (TPAC), based at Stanford University to field test the new teacher candidate performance assessment in AY12. In preparation for the field test of the TPA, the program revised assignment and reallocated credit hours to align with the TPA. A significant change was greater emphasis on ELL strategies. We are in our fourth year of implementing the “”co-teaching” model with our teacher candidates. This involves them collaborating with their cooperating teachers to design and conduct lessons in which they both are involved in the instructional process. We have conducted training sessions for our cooperating teachers and teacher candidates to increase success with this innovative model. We are also collecting and analyzing data regarding the effectiveness of this approach. We work closely with over a dozen partners schools to develop relationships that facilitate a unified approach to teaching; so we are preparing teacher candidates to teach using the methods employed by the experienced teachers. We have found this to be very helpful in developing high quality field placements and we are continuing to collect and use data regarding the successes and challenges of this work.

Supporting Files

Seattle University

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)