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College of St Mary
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: College of St Mary

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Nebraska

Address: 7000 Mercy Road

Omaha, NE, 68106

Contact Name: Dr. Merryellen Towey Schulz

Phone: 402-399-2432

Email: mschulz@csm.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	Yes	Yes
Fee/Payment	Yes	Yes

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

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

<http://education.csm.edu/>

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

Sophomore year Second semester for graduate students

Does your initial teacher certification program conditionally admit students? Yes

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

Transfer students who enter at the sophomore or junior level are admitted in the spring of their first full year at College of Saint Mary.

The Department has used the INSTITUTIONAL RECOMMENDATION FOR ACCEPTING A COMPOSITE SCORE FOR MEETING THE BASIC SKILLS COMPETENCY REQUIREMENT in some cases, resulting in lower than 100 percent pass rates on the ETS data sheet.

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:	245
Unduplicated number of males enrolled in 2010-11:	17
Unduplicated number of females enrolled in 2010-11:	211

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	1
Black or African American:	20
Native Hawaiian or Other Pacific Islander:	0
White:	205
Two or more races:	3

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	165
Average number of clock hours required for student teaching	690
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	42
Number of students in supervised clinical experience during this academic year	245

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

CSM Teacher Education students begin supervised practicum experiences the first semester they are enrolled and continue to engage in field experiences throughout the entire program. Therefore, all students enrolled are involved in supervised clinical experiences.

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	11
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	147
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	15
Teacher Education - English/Language Arts	25
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	3
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	14
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
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	18
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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	4
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	5
Teacher Education - Secondary Education	92
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:	

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: 105

2009-10: 65

2008-09: 46

Section II. Annual Goals

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

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 4</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Marie Curie NSF Grant Scholarship</p> <p>Attracting Excellence to Teaching Grant</p> <p>TEACH Grant</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with Enrollment Department to increase recruitment of students seeking endorsement in mathematics.</p>
<p>Science</p>	<p>Academic year: 2010-11</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Marie Curie NSF Grant Scholarship</p> <p>Attracting Excellence to Teaching Grant</p> <p>TEACH Grant</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with Enrollment Department to increase recruitment of students seeking endorsement in mathematics.</p>
<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: 5</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Exceeded goal.</p> <p>Attracting Excellence to Teaching Grant</p> <p>TEACH Grant</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Exposure to special education settings required early in the program promotes student interest in seeking special education endorsement.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2010-11</p> <p>Goal: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Exceeded goal. Attracting Excellence to Teaching Grant</p> <p>TEACH Grant</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Attracting Excellence to Teaching Grant</p> <p>Increase exposure of students to practicum in ESL settings.</p>
<p>Language Arts</p>	<p>Academic year: 2010-11</p> <p>Goal: 10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Exceeded goal. Attracting Excellence to Teaching Grant</p> <p>TEACH Grant</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Many students are non-traditional or career changers with degrees in communications or English.</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

as applicable.

Yes

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

CSM maintains close relationships with human resources offices in local school districts and tracks hiring trends. Students are encouraged to pursue education in endorsements in areas of need such as special education, English as a Second Language, mathematics, and science. Making a special education and English as a Second Language endorsements available to the post-bachelor's program in 2008 has significantly increased the number of graduates who obtain those endorsements.

The program's number of practicum hours in genuine and diverse classroom settings has been increased to provide students with many opportunities to work with actual classroom teachers. These experiences enable students to become involved in and develop understanding of instructional decisions made by practicing teachers.

All teacher candidates, including those seeking endorsement in special education must complete 47 credit hours of a core curriculum in liberal arts which include language arts, natural sciences, social sciences, fine arts, philosophy, and psychology. Special education candidates learn strategies for instruction of core academic subjects as they complete a required endorsement in a subject or field area beyond their special education endorsement.

All teacher education students at College of Saint Mary take a general overview course SPE 101/501 and a second Special Education course SPE 240/540. Within in these two courses general education preservice teachers learn about teaching diverse learners and the referral process.

As a part of the overview in SPE 101/501 students are introduced to common characteristics of disabilities and the concept of differentiated instruction and team teaching to meet the needs of diverse learners. Within this course students are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are within the instruction piece to acquaint students with the varying roles the general education teacher plays in this process. Additionally, all students are required to complete a 10 hour special education classroom observation in conjunction with this course. Students are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. One of the units required in SPE 101/501 focuses on working with English Language learners.

All Teacher Education students are required to take SPE 240/540. Within this course, students learn to strengthen communication skills with professionals, future students and parents. Content includes looking at communication skills needed to be part of a collaborative team of professionals. Role playing of difficult classroom situations including situations with parents, students and professionals is a part of the course. Within the classroom instruction, college students participate in mock parent/teacher conferences, SAT, MDT and IEP/IFSP meetings. A required unit in this course focuses on students living in poverty. Students enrolled in SPE 240 are required to complete a 20 hour service project tutoring immigrant children at a Mercy Housing facility. The hands on experience associated with tutoring offers insight into the needs of children and families with limited English proficiency and issues associated with those who live in poverty. Working with Students with limited English proficiency is addressed in both these courses as well as all educational methods courses.

Most College of Saint Mary teachers obtain positions in urban schools upon graduation. Therefore, the program places students in practicum and student teaching settings with diverse populations of students, including those from low SES families, limited English speaking students, and children of varied races, ethnicities and abilities. The program's strong partnerships with local school districts and community agencies enable students to develop extensive skills in teaching all children in all settings.

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
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	81	178	74	91	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	77	179	76	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	59	177	56	95	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	35	179	33	94	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	80	179	77	96	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	76	180	76	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	59	179	58	98	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	34	180	34	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	80	176	74	93	97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	76	177	76	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	59	176	56	95	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	35	177	32	91	99	177

Section III. Summary Rates

	Number	Number	Pass	State Average

Group	taking tests	passing tests	rate (%)	pass rate (%)
All program completers, 2010-11	77	76	99	96
All program completers, 2009-10	59	52	88	97
All program completers, 2008-09	36	32	89	98

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

Other (specify: Higher Learning Commission)

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.

The university's commitment to technology provides continuous opportunities for pre-service teachers to develop technology skills and to become proficient in integrating technology into instructional pedagogy and planning. CSM preservice teachers are taught to become leaders in educational technology and are encouraged to share their knowledge of technology with cooperating teachers in the field. All students complete EDU 201/501 Technology in the Classroom in which they create web sites which serve as program portfolios to monitor their growth as teachers. Students are required to include technology in lesson plans for practica and student teaching and to provide data on the growth of their students. All CSM Teacher

Education students complete at least one course online and learn to set up online courses with the ANGEL platform.

The principles of Universal Design are integrated into all methods courses through emphasis on developmentally appropriate practices, multiple intelligences, and attention to diversity and special needs.

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.

As a part of the overview in SPE 101/501 students are introduced to common characteristics of disabilities and the concept of differentiated instruction and team teaching to meet the needs of diverse learners. Within this course students are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are within the instruction piece to acquaint students with the varying roles the general education teacher plays in this process. Additionally, all students are required to complete a 10 hour special education classroom observation in conjunction with this course. Students are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. One of the units required in SPE 101/501 focuses on working with English Language learners.

All Teacher Education students are required to take SPE 240/540 .Within this course, students learn to strengthen communication skills with professionals, future students and parents. Content includes looking at communication skills needed to be part of a collaborative team of professionals. Role playing of difficult classroom situations including situations with parents, students and professionals is a part of the course. Within the classroom instruction, college students participate in mock parent/teacher conferences, SAT, MDT and IEP/IFSP meetings. A required unit in this course focuses on students living in poverty. Students enrolled in SPE 240 are required to complete a 20 hour service project tutoring immigrant children at a Mercy Housing facility. The hands on experience associated with tutoring offers insight into the needs of children and families with limited English proficiency and issues associated with those who live in poverty. Working with Students with limited English proficiency is addressed in both these courses as well as all educational methods courses.

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.

Students receiving an endorsement in Special Education are required to take a general education major. All teacher education students at the College of Saint Mary take a general overview course SPE 101/501 and a second Special Education course SPE 240/540. Within in these two courses general education preservice teachers learn about teaching diverse learners and the referral process.

As a part of the overview in SPE 101/501 students are introduced to common characteristics of disabilities and the concept of differentiated instruction and team teaching to meet the needs of diverse learners. Within this course students are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are within the instruction piece to acquaint students with the varying roles the general education teacher plays in this process. Additionally, all students are required to complete a 10 hour special education classroom observation in conjunction with this course. Students are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. One of the units required in SPE 101/501 focuses on working with English Language learners.

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Special Education students take course work in the areas of planning instruction for diverse populations (SPE 220/520 and SPE 331/531). Within the content of these courses students examine research based teaching methodologies closely associated with disabilities and English Language Learners. They work on strategies for tying these methodologies to IEP goals for successful instruction and evaluation of learning. They work on collaboration strategies required of a Special Education teacher. Students closely examine how to utilize the paraprofessional as a part of the teaching team, collaboration required to successfully team teach, and communication needed to be a part of a collaborative referral/RtI team. The focus of learning is on the role of the Special Education teacher within these varying situations.

Special Education students are enrolled in a course with a 40 hour practicum located in a Special Education classroom (SPE 373/573). Students observe and implement approaches to remediation, through supervised practicum experiences in self-contained classrooms, resource rooms or inclusive settings. Many of these practicum situations include a diverse population including English Language learners. While taking this course students are concurrently enrolled in a course directed specifically to the ethics and law of Special Education (SPE 333/533). Within the content of this course students are provided with hands on learning of

the state record keeping and IEP system. They participate in and lead mock referral (SAT), MDT and IEP/IFSP meetings. Students are also required to attend an IEP meeting held at their practicum site. Students learn how the law addresses requirements for working with students with disabilities and limited English proficiency within the scope of Special Education.

Finally all students receiving an endorsement in Special Education are required to take two assessment courses beyond that required of the general education teachers (SPE 430/530 & SPE 222/522). These two courses concentrate on the assessment of diverse learners and the role that assessment plays in the referral, IEP and learning processes. Assessment strategies are taught for both formal and informal data gathering. Documentation of student progress is the focus of this coursework. Strategies are taught for documenting student work as required in IEP/IFSP and planning differentiated instruction based on student needs.

Section VII. Contextual Information

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

The program's state Accreditation was renewed in October, 2009. Attached are the program's 2010-2011 institutional assessment report.

Supporting Files

[Teacher Education Program Assessment Report 2010-2011](#)

College of St Mary
Traditional Program
2010-11

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